bansuri-I

Textbook for Arts
Class 3

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0337

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Textbook for Arts (Class 3)

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OFFICES OF THE PUBLICATION DIVISION, NCERT

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016 — **Phone : 011-26562708**

108, 100 Feet Road
Hosdakere Halli Extension Banashankari III Stage
Bengaluru 560 085 — **Phone : 080-26725740**

Navjivan Trust Building
P.O.Navjivan
Ahmedabad 380 014 — **Phone : 079-27541446**

CWC Campus
Opp. Dhankal Bus Stop, Panihati
Kolkata 700 114 — **Phone : 033-25530454**

CWC Complex
Maligaon
Guwahati 781 021 — **Phone : 0361-2674869**

Publication Team

Head, Publication Division	:	*Anup Kumar Rajput*
Chief Editor	:	*Shveta Uppal*
Chief Production Officer	:	*Arun Chitkara*
Chief Business Manager	:	*Amitabh Kumar*
Production Officer	:	*Jahan Lal*

Design and Layout: Ritu Topa, Arrt Creations, New Delhi
Illustrations: Mohit Joshi, Mumbai
Cover: Santosh Mishra, Aimarts, Delhi

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FOREWORD

The Foundational Stage in school education, as envisaged by the National Education Policy (NEP) 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable *samskaras* rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage, which enhances creativity and inculcates values among children that are nurtured throughout their lives.

The Preparatory Stage acts as a bridge between the Foundational and the Middle Stages, spanning three years from Class 3 to Class 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way, discovery, and activity-based learning methods continue, children are also introduced to textbooks and more formal classroom settings. This introduction aims not to overwhelm but to establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach, based on the National Curriculum Framework for School Education (NCF-SE) 2023 as a follow up of the National Education Policy (NEP) 2020 encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures that children are well-prepared both at the cognitive-sensitive and physical-*pranic* (emotional) levels to effortlessly transit to the Middle Stage.

The textbook, *Bansuri–I* for Class 3 is for Arts — the subject which has been formally introduced as one of the curricular areas for the first time with adequate time allocation as per NCF-SE 2023. Designed on the recommendations of the NEP 2020 and the NCF for School Education 2023, it not only leads towards the creative pursuance of children, but also opens up the fifth *panchkosha — anandmaya kosha*.

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It is expected that it will enable children to enjoy the activities of Music, Visual Arts, Drama and Dance as well as develop the basic understanding of the subject areas of Arts. It is also expected that it will help in developing the values and dispositions required to appreciate the beauty of life at this stage of development.

While designing activities, an all-inclusive classroom setup has been kept in mind. All visuals and illustrations represent and ensure participation of all children including children with special needs. There are assessment points embedded in the activities. Since all art forms are deeply rooted in Bharat's rich cultural traditions and heritage, the textbook *Bansuri* ensures children an experiential journey to different parts of the country through all art forms.

While this textbook is valuable, children will be encouraged to explore additional resources on the subject. Parents and teachers need to support their endeavours by facilitating their research in school libraries and ICT-based resources through QR Code. An effective learning environment motivates students and keeps them engaged, fostering curiosity which is vital for learning.

I recommend this textbook with confidence to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development. As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

DINESH PRASAD SAKLANI
Director
National Council of Educational
Research and Training

New Delhi
June, 2024

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NAMASTE! TEACHERS AND PARENTS

Education Policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible.

—NEP 2020, Introduction

You are holding in your hands, *Bansuri – I* the textbook for Arts for Class 3. The book has been developed on the basis of the recent policy documents, National Education Policy (NEP) 2020 and National Curriculum Framework for School Education (NCF-SE) 2023. These documents aim to ensure that all children achieve the Curricular Goals (CGs) and the competencies appropriate to this age and stage. A syllabus has been developed based on the CGs, competencies as well as the desired learning outcomes. The NCF-SE has recommended Arts as one of the compulsory subjects up to Grade 10, and also recommends that the schools give one hundred hours per academic session to Arts, which has the following four components or areas, namely, Music, Theatre, Dance and Visual Arts. Thus the textbook *Bansuri* has been divided into four units comprising 5 chapters in each unit. There are many activities in every chapter that children in this class can easily do with your intervention. You have to play a very important role in the process of discovery and creativity which every child is going to experience throughout the year.

Do You Know?

This is perhaps the first time that a textbook of Arts for the Preparatory Stage has been developed for students that gives them space to draw, note down, read and comprehend other activities, individually as well as in groups. Though children start singing, dancing, mimicking, and scribbling from the toddler stage, and even before these become a formal part of the schooling process, this will be their first experience of having a meaningful Arts class consisting of Music, Theatre, Dance and Visual Arts under your able guidance—working together in groups, communicating their ideas and feelings, including the artistic journey

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of all their fellow students, working in an inclusive environment, being conscious of and rooted in their national heritage.

How to Use *Bansuri*

The textbook is divided into four units and every unit has a different colour to make it user-friendly. Children may be made aware of the colour coding used in the book and the audio book will be available on the NCERT website for visually impaired children—

BLUE for Music

YELLOW for Visual Arts

PURPLE for Theatre

PINK for Dance

The four art forms each have a unit dedicated to them. Even though they are unique in their own stead, they have very interesting similarities, just like all the children. Each unit begins with an introduction about the art form that the learner will experience. There are plenty of hints for you to organise activities and look for resources, especially resources embedded in the QR Code of each chapter. In case you do not have access to the internet, you can either take the children to performances or invite local artists, folk musicians, dancers, and other performers to the school for interaction. Many of the parents and other community members who are skilled in an art form may agree to perform for the children. Interactive sessions with the artists and performers may be organised frequently in the school, where children may be encouraged to ask questions. This will be inspiring for children. You will need to take the children out of the classroom, in and out of the school, to look around, feel the nature, and observe the day-to-day activities of people

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around them. Organising field trips to watch plays, dance performances, music concerts and art exhibitions would help in motivating children. There are a number of activities that have been suggested; you can pick and choose from these activities, create more such activities and also contextualise them in terms of content, locally available materials, and other resources. It is important to keep in mind that most activities in this book can be carried out without any specialised resources, or can be adapted to be conducted with only simple and locally-available resources.

The timetable is to be designed in a way that children get the opportunity to have specified periods for all the four art forms allocated every week. Wherever possible, a block period or two combined periods can be kept for children to do the activities, since all the activities are quite engaging and enjoyable. The NEP 2020 gives equal weightage to all subjects including arts. Thus, there is a humble request to the parents not to discourage their children from doing art activities at home. The teachers and schools have to ensure that the periods allotted for arts are not used for other subjects.

During the first few minutes of every art class, children can just sit with their eyes closed and remember what they have done in the previous class.

The last 10 minutes may be kept for discussion as 'Circle Time'. As suggested in the Theatre section, all children, along with the teacher, sit together and talk freely. But this time, it is informal only for the child. The teachers are required to take notes for themselves that can be applied in their next lesson plans.

This spirit of a holistic learning environment for the child to understand the concepts is fully reflected in the textbook and pedagogy. The teacher should support and help them to work in groups or

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individually, enabling the child to develop various skills. This is true for all the four art forms in this book. Children may be encouraged to further look around to explore and observe, continue to do art work, and practice at home as well as what they do in the classroom.

The assessment tools have also been suggested to mark the progress of the level of competency and skill development in a child. In Arts, there is no pass or fail; nothing is good or bad at this stage. There is always scope for improvement and children should be encouraged to complete the activities with an understanding of the concepts, rather than being discouraged. Education is a long journey for them and just as every child is different, so are their skills and expressions, and this diversity is the beauty of their childhood. They or their performances should not be compared with anyone in the classroom; instead, their individual progression needs to be assessed. They have to compete with themselves for improvement.

What Do You Need for an Arts Class?

For all art activities, you need a well-lit space which may be in or out of the classroom, where children can move around freely. You will need very simple materials for props for theatre: art material — tools and basic stationery; space for safely storing material as well as students' artwork in an organised manner; display boards for showcasing and sharing works of children; computer, projector, and speaker for playing audio-video resources; simple musical instruments; etc. Make sure that the material and resources are well utilised and are locally available.

We hope that every teacher and parent will find this book to be useful, interesting and resourceful, making every art class exciting and something to look forward to. We are open to feedback that would help

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in improving the structure and content of the book. It is a constant effort to make the visual arts and performing arts an integral part of every child's growing-up years — developing skills in them to become confident, emotionally strong, and balanced citizens of tomorrow.

JYOTSNA TIWARI
Academic Coordinator,
Professor and *Head,*
Department of Education in Arts and Aesthetics
National Council of Educational Research and Training

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18. Kirti Kapur, *Professor*, Department of Education in Languages, NCERT, New Delhi
19. Ranjana Arora, *Professor* and *Head*, Department of Curriculum Studies and Development, NCERT, New Delhi **(Member-Secretary)**

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Textbook Development Team

Chairperson

Shankar Mahadevan, *Music Maestro,* Mumbai

Contributors

Anutosh Deb, *TGT* Arts (Retd.), Kendriya Vidyalaya, Guwahati

Aradhana Gupta, *Head* (Retd.), Department of Painting, Modern School, Barakhamba Road, New Delhi

Bidisha Hazra, *Assistant Professor*, Music, Regional Institute of Education, Ajmer

Bindu Subramaniam, *Co-Founder,* Subramaniam Academy of Performing Arts (SaPa), Bengaluru

Chinthu Sachi, *Music Educator*, Sunaad, Bengaluru

Fanindra Sharma, *Consultant*, Programme Office, NSTC

Govindraju Bharadwaza, *Director*, School of Performing and Visual Arts, IGNOU, New Delhi

Malavika Rajnarayan, *Visual Artist* and *Educator, Visiting Faculty*, Azim Premji University, Bhopal

Priyadarshini Ghosh, *Artistic Director*, Priyadarshini Arts, Kolkata

Rajashree SR, *Founder-Artistic Director*, Vyoma Art Space and Studio Theatre, Bengaluru

Rimsy Khanna, *Assistant Professor*, College of Arts, Delhi University, New Delhi

Sharbari Banerjee, *Assistant Professor*, Department of Education in Arts and Aesthetics, NCERT, New Delhi

Sridhar Ranganathan, *Founder* and *CEO*, Shankar Mahadevan Academy, Bengaluru

Reviewers

Anurag Behar, *CEO*, Azim Premji Foundation, Member, NOC

Manjul Bhargava, *Professor* and *Co-Chairperson*, NSTC

Sandhya Purecha, *Chairperson*, Sangeet Natak Academy, New Delhi

Member Coordinator

Jyotsna Tiwari, *Professor* and *Head*, Department of Education in Arts and Aesthetics, NCERT, New Delhi

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

---

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Dear Children,

You are holding in your hands, *Bansuri – I* which is your textbook of Arts that we hope you will enjoy a lot! This will take you on an interesting journey of creativity and reintroduce you to your surroundings in a novel way.

We know that most of you are already involved in some sort of art form. You may not identify them as art forms, but they are what you have been doing—dancing, playing instruments, doodling, drawing, painting, making models with clay and paper, and of course singing, mimicking, and acting. Those who do art activities truly enjoy their daily life.

Whether you are in school or at home, or wherever you go, it is interesting to observe the simple things, from birds flying around us to people in action. We also live in or near nature, which is the biggest source of inspiration for our arts.

So, children, look around yourselves—at home, school, playground or while travelling. Wherever you go, you will find arts … sometimes created by nature and at times created by humans. You will find it very interesting to observe and learn from these!

Do you know that humans have been creative from the very beginning? Before humans started to speak or write, they drew on walls, sang and danced. India, in particular, has an extremely rich tradition in the arts—from the visual arts, to poetry and

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music, to dance, to theatre—going back thousands of years, and with deep connections to many other subjects. Art is all around us in one form or the other and we all enjoy creating, performing, watching, and experiencing. Art makes our lives beautiful and gives us joy. Moreover, there is always a little artist within you, who is eager to create, experience, or perform.

In *Bansuri*, you will explore and experience four art forms through a number of fun activities—

1. In **VISUAL ARTS**, you will have fun drawing, painting, cutting, pasting, and playing with materials like clay, colours, natural objects, etc.
2. In **MUSIC**, you will explore songs from various parts of the country, sing them in several languages and learn to play and know about a number of musical instruments.
3. In **DANCE**, you will learn to move freely and enjoy movements to beats and songs, get to know about different hand and feet *mudras* (gestures), and much more.
4. And of course, in **THEATRE**, you will love *Vidushaka* who will take you on a journey involving story telling, acting, stage performance, improvisation and so on.

So, children, get ready to explore the arts, have a lot of fun and maybe create something new everyday with your teachers, friends and families!

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VISUAL ARTS

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For the Teacher

- Provide adequate space for students to sit comfortably and work, ensuring sufficient light and ventilation.
- Put up display boards to showcase and share students' work, which can be changed regularly to motivate them.
- Encourage students to express their own ideas, imaginations, emotions and curiosities, and allow their originality and innocence to be reflected in their work.
- Prioritise activities that allow students to explore, experiment and discuss their ideas in the classroom.
- Inculcate simple habits of cleaning up after working, putting back materials that have been used, and treating and maintaining art materials with care and respect.
- Encourage students to discuss their activities at home and involve their parents in their learning and practice of art and culture.

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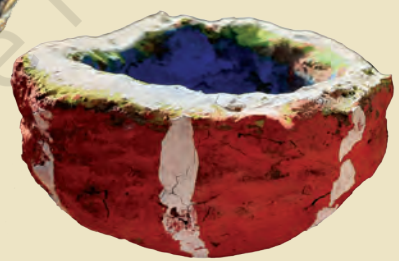
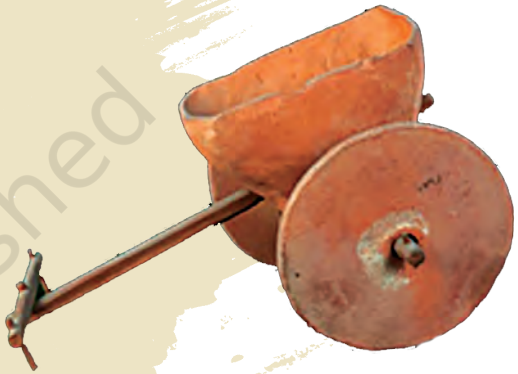
1 OBJECTS IN ART

We see different types of objects around us. We use them everyday, in decoration, work, education, school and at home. These objects have unique designs and are made of different materials.





By the end of this chapter, you will be able to draw, colour objects and do clay work. This will also make you learn and appreciate **shapes, forms, colours** and materials of different objects.

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ACTIVITY 1 Play with Lines

Scribble and let your lines wander.
Draw some lines quickly and some slowly.

- Press a little to make thick and dark lines.
- Draw gently for thin and light lines.

Draw the following types of lines—

Wavy lines

Zigzag lines

Dotted lines

Dashed lines

Standing lines

Sleeping lines

Sloping lines

Swirling lines

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ACTIVITY 2 Draw and Colour Objects Found Around You

Touch and look at some of the objects around you. Observe their **Lines, Shapes** and **Colours.**

Draw any three objects with different shapes and colour them.

Continue: Make more drawings on a piece of paper, on the board, or in a drawing book.

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Draw and colour some objects found in your home.

Look around your home and find objects of different **shapes and forms.**

They could be ones used for:

- cooking
- working
- studying
- sleeping
- playing

Draw some of them and colour them.

Share your drawings with your classmates.

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ACTIVITY 3 Trace, Cut and Overlap

This activity can be done using any three different types of objects, such as leaves, small objects, and abstract shapes.

Step 1
Choose any three objects and draw them.

Object 1

Object 2

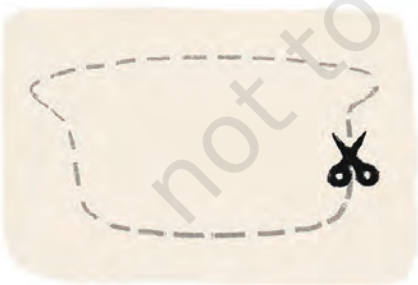
Object 3

Step 2
Put tracing paper over your drawings and draw the outlines of all the three separately.

Teacher's Note

- Tracing involves arm movement and develops pencil grip.
- Overlapping helps create new shapes and colours.

Step 3
Cut out the tracings of all the three objects.



Step 4
Trace the outline of the first cut-out on drawing paper.

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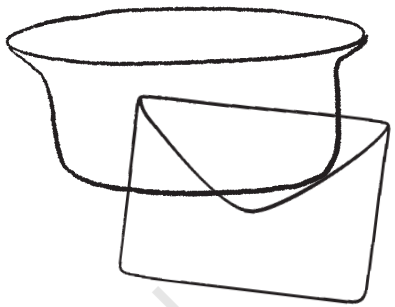
Step 5

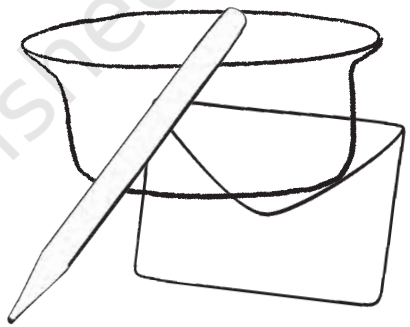
Place the second cut-out over the first one, with some overlap.
Now, draw its outline.



Step 6

Place the third cut-out over the previous ones, again with some overlap, draw its outline.

Wow! You have made a new shape!



Step 7

Colour each shape you just traced separately in three different colours — **RED**, **YELLOW**, and **BLUE**.

You can use water colours.

Wow! You will see three new colours in the overlapping area.

Step 8

Complete your work, and clear up.

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ACTIVITY 4 Draw a Bottle and Play with its Shape

I am a bottle cap.

I think you know my shape.

I have lost my bottle.

Can you make a bottle
for me?

Make it different from the
bottles you see.

Or, I will not know which
is mine!

If you make two,
it would make my friend
happy too!

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ACTIVITY 5 Play with Clay

Isn't it fun to play with clay?

Objects of various **shapes** and **forms** can be made with clay.

Draw basic shapes of some objects that are there in your surroundings. You can add magical features to them and share your ideas.

Begin making them with clay. Add designs, patterns, dots and lines using a stick.

Complete them and give your objects different names.

Don't forget to wash your hands and clean your space after making your objects!

Do You Know?

A specially made clay pot is also used as a musical instrument in Indian music. It is called a *ghatam*.

Continue: Visit a local museum, crafts mela or a potter. You will find a variety of clay objects. Draw what you really like! It will be fun!

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ACTIVITY 6 Making Pots

1. What are the objects you see in these pictures?

_____

_____

2. What are the different sizes and shapes of pots you have seen?

_____

_____

3. What are the people doing in each of the pictures?

_____

_____

Try decorating a pot!

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2 PLANTS IN ART

0337CH02

We see many plants around us. By the end of this chapter, you will understand the importance of plants through stories and explore their beauty through nature walks in gardens, parks, fields, farms or any wild patches in your surroundings. You will be able to recollect some stories related to nature and share all these through your artwork. You will also observe a variety of **lines**, **shapes**, **colours** and **patterns** in nature and connect these with designs found in clothes.

You can collect and experiment with natural materials like sticks, seeds, pebbles, dried leaves and flowers, and other objects that you find. You can also create your own imaginary pictures. You can make your own designs for dresses, greeting cards, page borders and stencils through drawing, colouring, and craft work.

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ACTIVITY 1 Nature Walk and Drawing

Step outside your classroom and visit the school garden, park, field, farm or any wild patch of land that is safe and has many plants.

Gently touch and look closely at the leaves, flowers, stems, barks, insects, butterflies, branches, fruits, seeds and roots. What kinds of lines, shapes, colours and patterns do you see? How do you feel touching them?

Carry your drawing book or paper and a pencil.

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ACTIVITY 2 Draw from Nature

Draw and colour the outlines of three or four leaves, flowers or birds of different shapes.

Continue: Make your own natural colours.
Take small portions of a fruit, vegetable, root, flower or leaves from your surroundings. Crush them, and pound them with a little water and see what colours you get!

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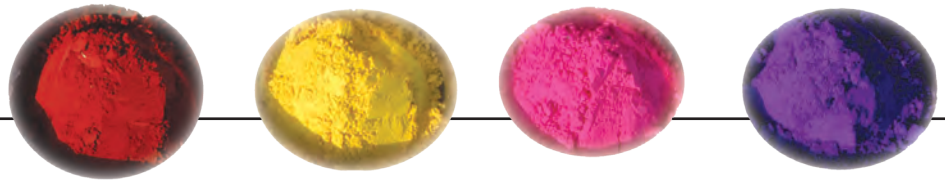
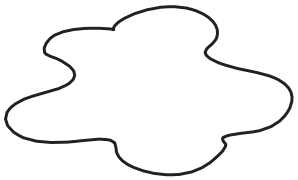
ACTIVITY 3 Juicy Colours!



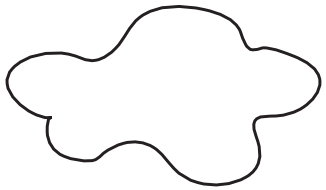
Colour can be taken out from leaves, fruits and flowers.

What colour is your tongue when you eat a—

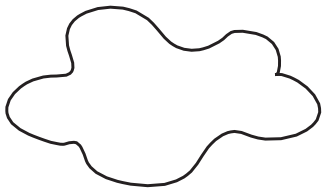
Beetroot



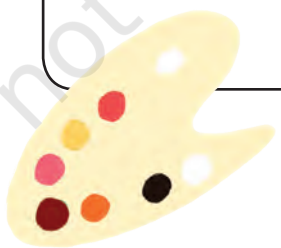
Jamun



Mango



Colour inside the above shapes.



You can draw and paint a picture in the box above using natural colours.

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ACTIVITY 4 *Jali* (Grill) in Buildings

A grill is also called a *jali*.

Sometimes, patterns taken from nature or geometrical shapes are carved in these *jalis*.
What kinds of window grills have you seen in the buildings around you?

_____

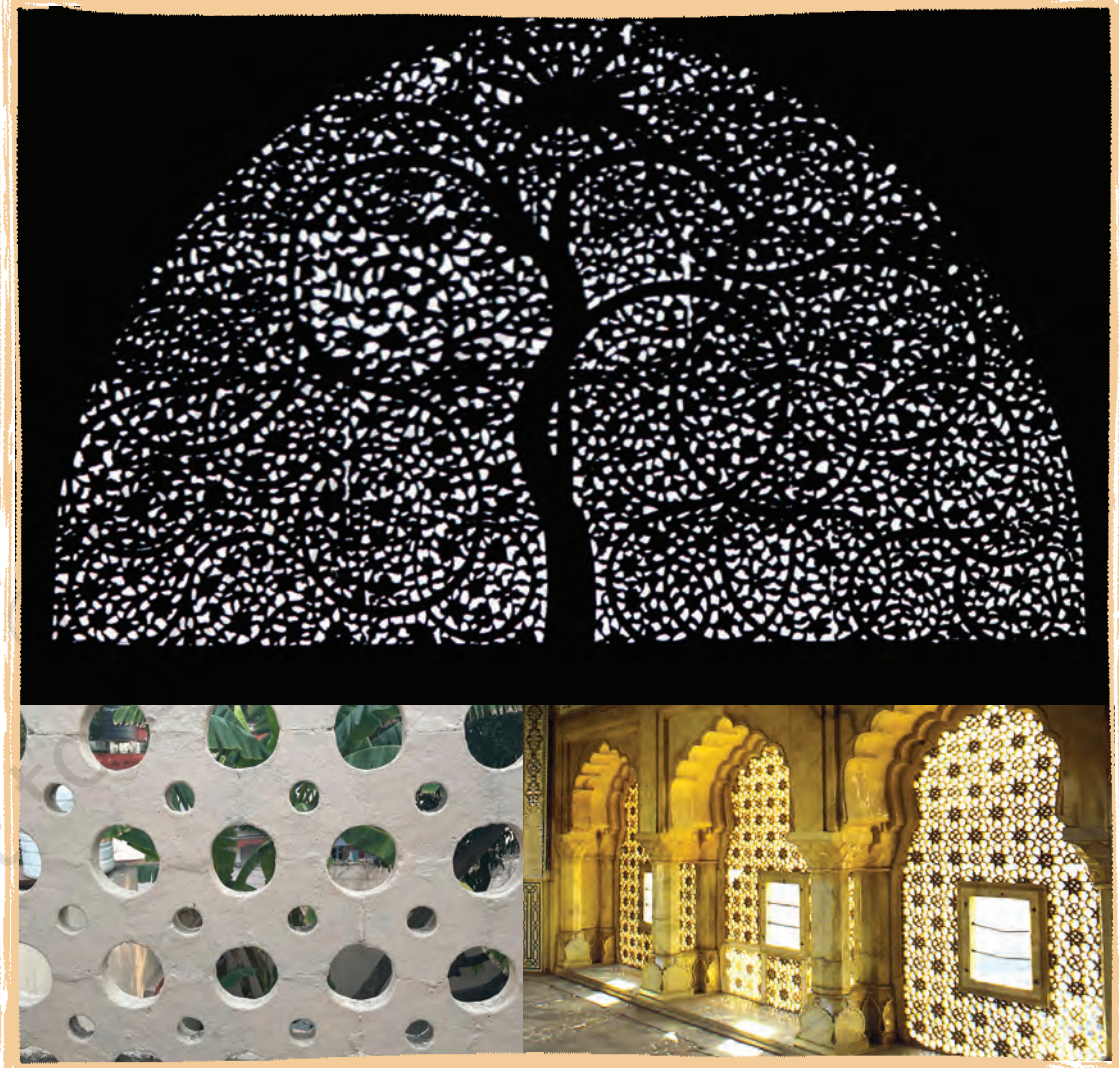
_____

_____

_____

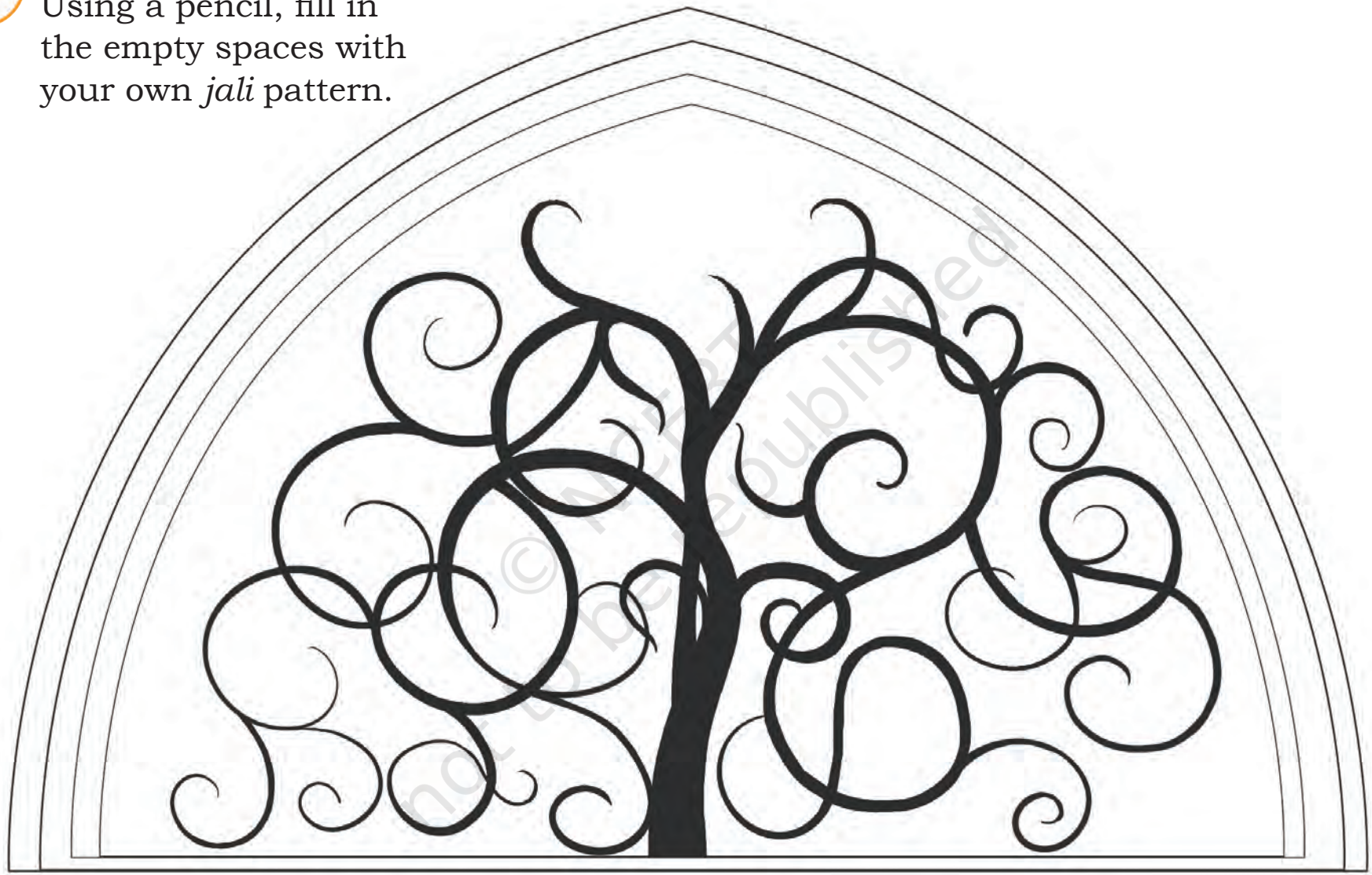
Have you observed designs in windows or door grills?

Visit a building or a monument that has a carved *jali*. Draw the patterns of *jalis* you see there.



not to

Using a pencil, fill in the empty spaces with your own *jali* pattern.



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ACTIVITY 5 Make Your Own *Jali*

Be very careful while using scissors in this activity. Take help from your teacher or parent.

Help and support your friend who is having difficulties in cutting or folding while making the *jali*.

Step 1

Take an old newspaper and make many alternating folds.

Step 2

Draw two or three different leaf shapes.

Step 3

Keeping all folds aligned, cut out the shapes.

Step 4

Open the folds and see your *jali*. Colour it!

Now, use your own *jali* as a stencil and create a design on paper. Colour it! See the sample given here.

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ACTIVITY 6 Stories in Pictures

Do you know any story about plants or trees? Draw and colour a picture telling the story.

Teacher's Note

All children can be asked to tell a story about plants, trees, animals, etc.

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Find some plant designs in clothes, textiles, pictures and other things you find at home. Draw them here.

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ACTIVITY 7 Draw with Plant Motifs

Pick your materials:
plain paper, chart paper, waste rags, old newspaper or colour papers, thread, natural materials like, seeds, flowers, leaves, petals that have fallen on the ground, and glue.
Avoid plucking fresh flowers and leaves from plants!

Discuss your ideas and choice of materials with your teacher and peer. You can make a greeting card or page border. Draw your ideas here.

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3 ANIMALS IN ART

0337CH03

There are different types of birds, insects and animals around us. Some of them are seen in the sky, some in water, some on earth, and others underground.

Observing animals can help you in identifying their shapes, sizes, colours, textures, unique marks, and patterns on their surface. You can explore their different homes and habitations through various scenes from stories, etc., and enjoy creating artworks using your imagination. You can then use a variety of art materials and techniques to depict these animals in art.

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ACTIVITY 1 Make an Animal Story

Imagine an animal story and create it in the space below.

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From your own imagination, you can draw two or three sequences to show what happened first, what happened next and so on …

Continue: Draw and colour some animals, birds and insects found in your surroundings.

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ACTIVITY 2 Animals and Me

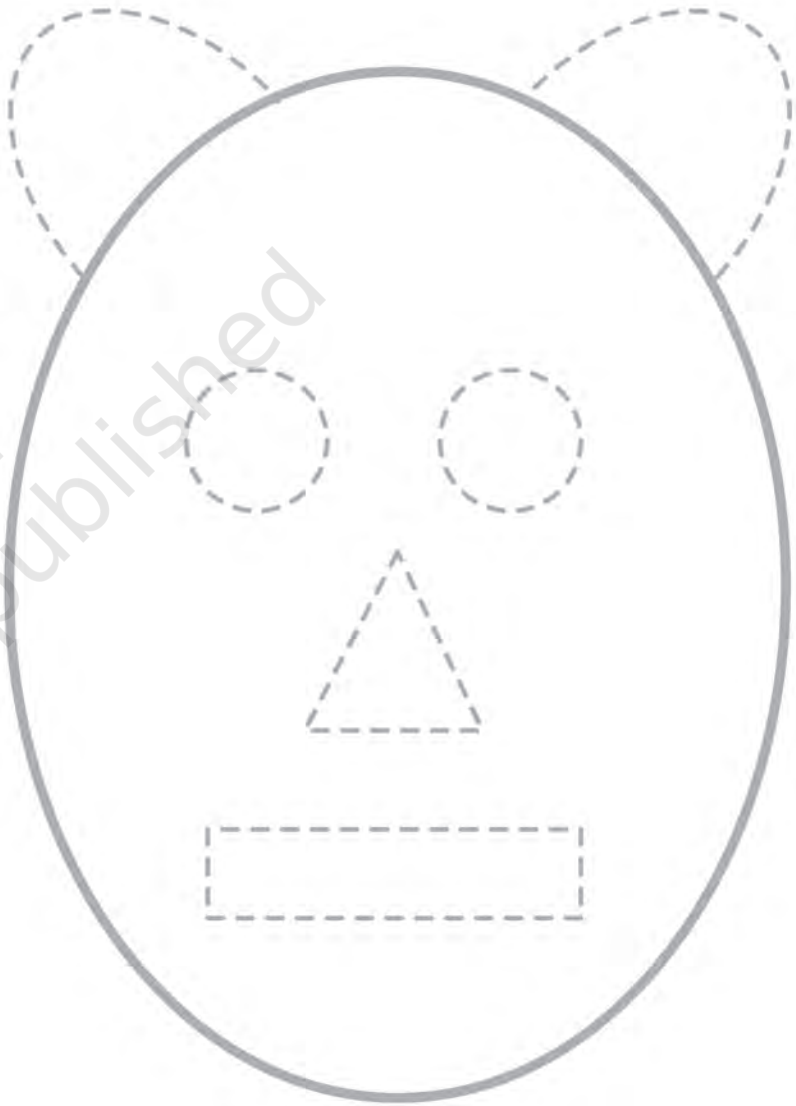
Discuss how to make a mask in your group.

Step 1: Choose an animal.

Step 2: Observe the lines, shapes and colours on its face.

Step 3: Draw your mask with the eyes, nose and ears of the animal you chose.

Step 4: Make your animal mask with available tools and materials.



Teacher's Note

Make groups of 3–4 children each, and give them the material of their choice. They can make a mask in each group.

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ACTIVITY 3 Animal Act

Put on your animal mask.

- Bring the animal alive!
- Walk like the animal and make sounds like it.
- How would the animal play?
- What would the animal say?

As a group activity, imagine a day in the life of the animals and make an animal story.
Wear your masks and enact the story! This activity will also be a part of this book's theatre unit.

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ACTIVITY 4 Animal Blocks

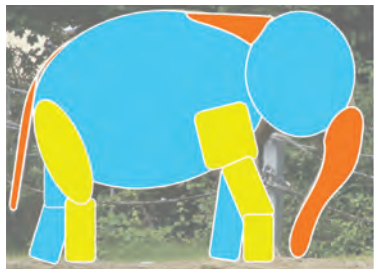
What shapes do you see in an elephant?

Do you see these shapes in other animals?

Draw and colour the shapes in the images. An example is provided for the first photograph. Now, try any other animal, insect, reptile or bird on your own.

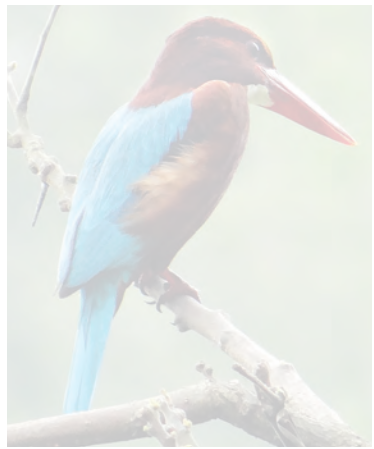
Step 1: Close your eyes and visualise the animal's body.

Step 2: Think of the different shapes you can use to draw its body.



Step 3: Draw the animal.

Step 4: Colour it!



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ACTIVITY 5 Create a Home for Your Pet

Imagine you have a pet. It could live in water, on land, underground or all of them. Name your pet. Create a home for it using materials from your natural surroundings.

Name of your pet: _____

Draw your idea for your pet's home in the space below.

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4 PEOPLE AROUND US

0337CH04

Everyone around us is unique — our family members, teachers, and friends. Their noses, eyes, hair, skin, and faces — all look different. They wear different types of clothes made with different materials for various purposes.

By the end of this chapter, you will observe and depict the details of people's physical features. You can also design clothes for yourself by exploring the elements of art, material, the patterns on them and what makes them look different from others.

ACTIVITY 1 Let's Dress Up!

Do you wear the same clothes all the time?

What are the different types of clothes you wear?

Can you observe any patterns in your dresses?

Draw a picture of yourself wearing a dress that you like. Give it colours and patterns of your choice. Use a variety of dots, lines and shapes while you create the patterns.

Fun Fact

When shapes are repeated again and again, they create a **pattern**.

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ACTIVITY 2 What to Wear and When?

You are going to a mela,
what will you wear?
Draw it.

Or

You are going to
your cousin's wedding,
what would you like
to wear? Imagine
yourself in a traditional
dress
and draw it.

Or

What will you wear
for your next birthday
party? Draw it.

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ACTIVITY 3 Draw a Face

Draw a face and add eyes, ears, hair, nose, lips, etc., in any style and using any material.

Continue: Draw other parts of the body or the whole body with other features like hands, fingers, feet, toes, or something different as you imagine!

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ACTIVITY 4 Draw Hands

Your own hand

An adult's hand

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5 FESTIVALS, OCCASIONS, AND CELEBRATIONS

0337CH05

We celebrate a variety of festivals and occasions throughout the year. This lights up our hearts and our homes. We express this joy in many ways. It includes food, home decoration, music, dance, special festive dresses, and people coming together.

By the end of this chapter, you will get familiar with a few visual arts traditions, that create a festive environment. These include floor and wall designs, garlands, *torans*, and lanterns. In this chapter, you will do activities related to local art traditions practised in your homes and in the neighbouring communities.

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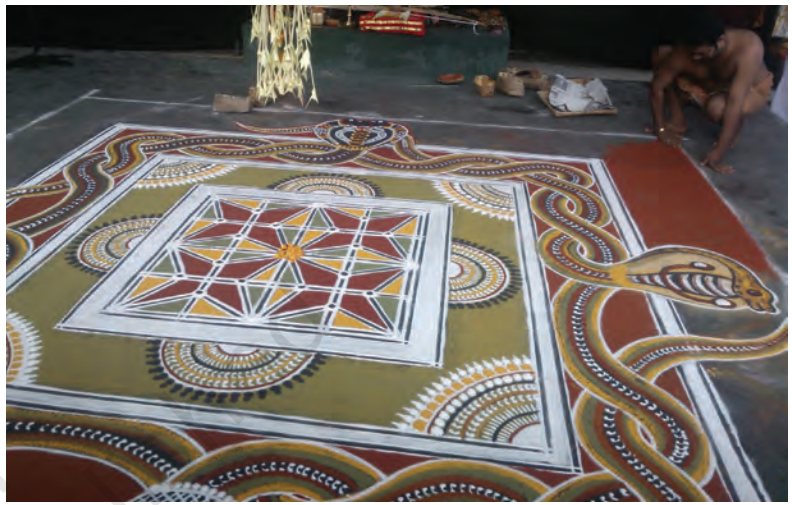
ACTIVITY 1 Floor and Wall Designs



Have you seen a design made on the floor or the walls? Where did you see it? When do we decorate our floors or walls?

Make a floor design in the space below.

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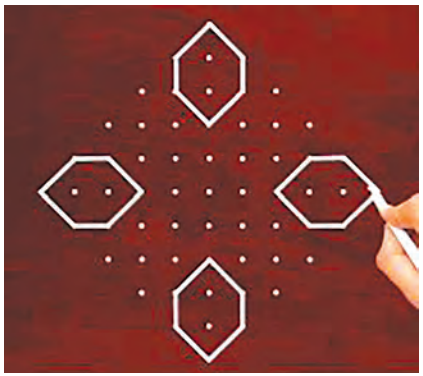
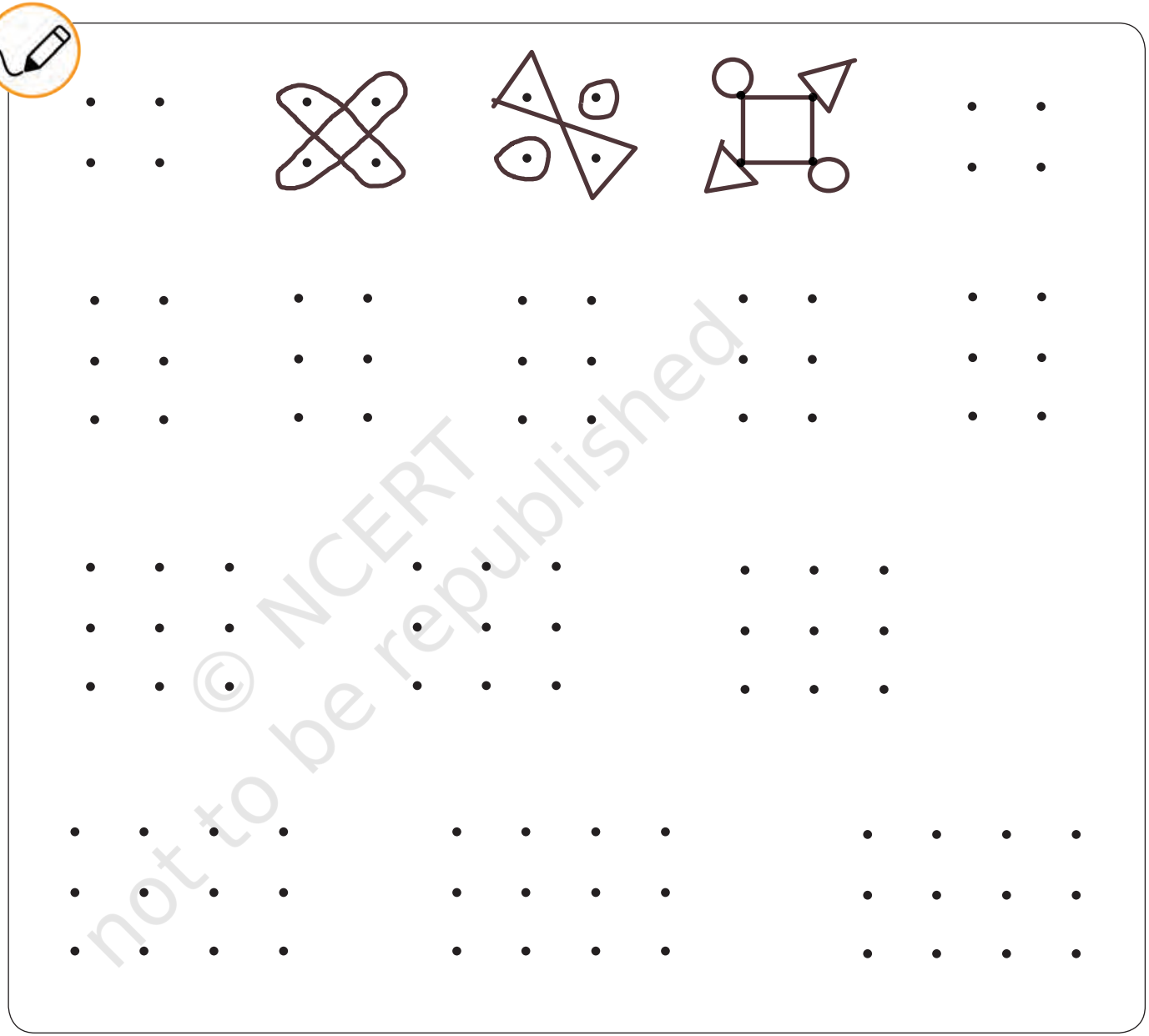
Rangolis can also be made using dots and lines.
See the samples and create your own patterns by joining the dots.





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ACTIVITY 2 Flowers Sing on the String

We use flowers and leaves to make garlands for special occasions. We make *torans* too! Their colour and fragrance make it festive.

Let's make our own garlands and *torans*! You can use flowers, leaves, sticks, paper, beads, thread and other materials.

Step 1: Take a three feet long or your arm length thread.

Step 2: Make a pattern with paper, leaves, flowers, etc., and stick them to the thread to make a *toran*.

Step 3: Display your *toran* at an entrance.

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ACTIVITY 3 Make Your Own Paper Lanterns

You made a *jali*; now you can create your paper lantern too! All you have to do is join two edges of the paper to make it a cylinder. Use a variety of colours to make your lantern look attractive!

ACTIVITY 4 Make Your Own Clay Lamps

You have already made objects out of clay! Did you make any *deepak* (lamps)? How many different shapes can you make your *deepak* in?
Dry your *deepak* in the sun and then paint it with colours and designs! It can be decorated with mirrors, tapes, bindis or drawings. Try to make one!

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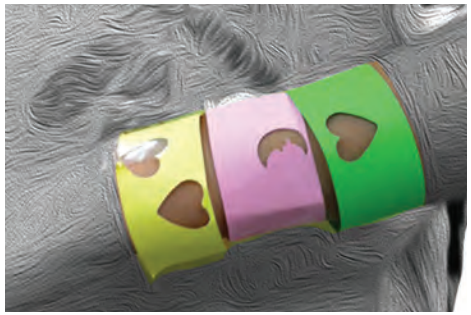
ACTIVITY 5 Make Jewellery

Make jewellery using any paper, scissors, crayons and glue or tape! Use other materials of your choice to add designs and decorate them.



Step 1: Take two strips of paper that can be wrapped around your wrists.

Step 2: Colour one strip with the colour of a flower you like.

Step 3: Colour the other strip with a different colour.

Step 4: Draw some designs, patterns and paste other material to decorate the strips.

Step 5: Wrap each strip around your wrist and stick it with glue or tape.

Your bracelets are ready!

Now, you can design and make your own anklets and other jewellery too! Use natural material for these. When they are ready, exchange your jewellery with your classmates or give them as gifts.

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MUSIC

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For the Teacher

- Encourage students to practice at home what they learn in the classroom.
- Children will love to learn and sing songs that they also sing at home during festivals and celebrations. Encourage children to learn these songs and bring them into the classroom!
- There are many opportunities to listen and interact with music in everyday life. For example, in assembly or between classes. Instead of ringing a school bell, consider playing a melody!
- Listen to and enjoy lots of music together of different genres, from all parts of the country, and talk with students about the different voices, instruments, languages and styles that they hear.
- There are many activities given in this section of the textbook. Feel free to add your own activities and variations.
- Most songs and activities in the book include an audio or video resource that can be accessed by scanning the QR code provided in the textbook.
- Teachers should ensure involvement of artists from the community, parents and other teachers to give exposure of music to children.

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6 OUR NATIONAL ANTHEM

0337CH06

ACTIVITY 1 Let's Sing the National Anthem

Lyrics

Jana Gana Mana Adhinayaka Jaya He,
Bharata Bhagya Vidhata.

Punjab Sindh Gujarat Maratha,
Dravida Utkala Banga
Vindhya Himachala Yamuna Ganga,
Uchchala Jaladhi Taranga.

Tava Shubha Naame Jaage,
Tava Shubha Ashish Mage,
Gahe Tava Jaya Gaatha,
Jana Gana Mangala Dayaka Jaya He,
Bharata Bhagya Vidhata.

Jaya He, Jaya He, Jaya He,
Jaya Jaya Jaya, Jaya He!

Composer: Rabindranath Tagore
Language: Bangla

Do You Know?

Every country has a National Anthem. This is the official song of the country and is played at important events. Whenever the National Anthem is played, we must always stand up as a mark of respect for the country.

How do you feel while singing the National Anthem?

Listen to and sing your school song or prayer.

What are some other types of music that you are familiar with?

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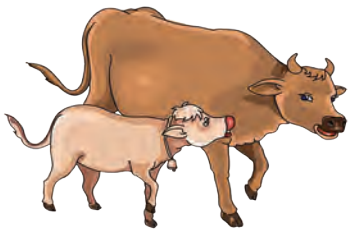
ACTIVITY 2 Sounds and Music

There are sounds all around us:



the sound of rain, the chirping of birds, the moving of trains, the moo of a cow, the rustling of leaves, the sounds of bells or prayers from different places of worship, or the different types of drums such as *dumroo*, *pakhavaj*, *dhol*, and *manjeera*.

Did you notice how each of these sounds is unique?

Can you think of the different sounds that you hear in your surroundings and write them below?

Notes

Do You Know?

Some sounds can become music. It is important to know what makes music — melody and rhythm that is pleasant to your ears and enjoyable.

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7 FEEL THE RHYTHM *ta ka ta ki Ta*

Rhythm is very important in music.

Observe the ticking of a clock, water dripping from a tap or the chirping of a bird.

- What else makes a steady beat around you?
- What are the sounds that don't have a steady beat? The leaves rustling on a tree, the whistle of a pressure cooker, and the honking of cars in traffic are all sounds that don't have a steady beat.

Do you like a steady beat or an irregular beat? What are some other examples of each that you can think of?

ACTIVITY 1 One Two Three Four!

0337CH07

The images of clap, click, stamp and stomp given below are in a pattern. Try them.
Create more such four beat rhythms and enjoy.

1.				
2.				
3.				

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ACTIVITY 2 Call and Response Mapping

Notes

We can make rhythms using our body—

- Clapping
- Snapping
- Stomping
- Making sounds with the mouth

Let's assign numbers to these—
Clap – 1
Snap – 2
Stomp – 3
Making a sound with the mouth – 4

Create your own rhythm patterns using your body!

Now, continue creating such rhythms.

a.	1	2	3	4
b.	2	3	1	4
c.				
d.				
e.				
f.				
g.				
h.				

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ACTIVITY 3 Let's Listen and Learn

Let's learn a very popular song sung in many parts of the world.

Hum Honge Kamyab

Hum Honge Kamyab,
Hum Honge Kamyab,
Hum Honge Kamyab Ek Din.
Ho Ho Mann Mein Hai Vishwas,
Pura Hai Vishwas,
Hum Honge Kamyab Ek Din.

English

We shall overcome,
We shall overcome,
We shall overcome some day.
Oh, deep in my heart,
I do believe,
That we shall overcome some day.

Kannada

Navu Gedde Geltivi,
Navu Gedde Geltivi,
Navu Gedde Geltivi Ondu Dina.
Oho Manadali Vishwasa,
Purti Vishwasa,
Navu Gedde Geltivi Ondu Dina.

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ACTIVITY 4 Learn the Rhythm with Musical Instruments

Keep the rhythm of a song of your choice.
Can you keep the rhythm with *dandia* sticks, clapper, *manjeera*, *dafli*, *maracas* or a rattle?
You will enjoy playing these musical instruments in a proper rhythm.

Do You Know?

The concept of *taala* finds its earliest mention in the *Samaveda*. The *taala* systems of North and South India were not distinct till the 16th century.

ACTIVITY 5 Learn the Rhythm with your Body

Start counting by clapping or stamping your feet (one at a time). Use different types of claps for keeping the rhythm — claps on your left, on your right, up above or in silence.

For example, 1, 2, 3, clap, 5, 6, 7, clap – 1, 2, 3, clap on the right, 5, 6, 7, clap on the left – 1, 2, 3, clap above your head 5, 6, 7, silence.

So you realise this clapping method helps us in keeping the rhythm. After a 5–10 minute exercise, let us add some *tabla bol* to this.

***dha ge na ti* (repeat) with claps and counting. Then continue *na ka dhi na* with claps and counting.**

The *taala* with the *bol* 'dha Ge Na ti na ka dhi na' is called *keherva*.
In a similar fashion, *aadi tala* can be taken up which consists of 8 *akshara kaala* (8 beats).

ta ka dhi mi — ta ka jha Nu

This is the *taala* being played with this song.
Let's enjoy — clap, sing, and move.

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ACTIVITY 6 Learn the Notes (*Swara*) in Music

Indian classical music, as well as a number of other forms of music around the world, have seven notes.

Sa, Re, Ga, Ma, Pa, Dha, Ni ...

Sing 'Sa' after the above notes but at a higher pitch. These seven notes together are called *saptak*.

Let us sing the seven notes several times, going upwards and then downwards.

Do You Know?

The *Natya Shastra* is an ancient text from India written by *Bharata Muni*. It talks about music, dance, and drama. Did you know that in the *Natya Shastra*, each *swara* (musical note) is connected to a different emotion? This means that the music you play or sing can make you feel different things depending on which notes are used!

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ACTIVITY 7 Let's Sing: Head Shoulders Knees and Toes

Let's do a fun activity.
As you sing, touch your head, shoulders, knees and toes.
This will help you with your coordination skills and will introduce you to the Punjabi language too!

Lyrics

Sir, Mode, Gode, Paer, Gode, Paer.
Sir, Mode, Gode, Paer, Gode, Paer.
Nale Ankh, Nale Kaan, Nale Muh, Nale Nak.
Sir, Mode, Gode, Paer, Gode, Paer.

Language: Punjabi

English Translation

Heads, shoulders, knees and toes, let's go.
Heads, shoulders, knees and toes, knees and toes.
And eyes and ears and a mouth and a nose.
Heads, shoulders, knees and toes, knees and toes.

Now you know how to sing this song and do this activity in two languages. Can you try it in another language you know? Try to sing the above song in different speeds (faster and slower tempo).

Do You Know?

Laya refers to rhythm or tempo in music. It is steady, like your heartbeat. But just as your heartbeat becomes faster when you run, and slower when you are asleep, the *laya* can be different for different compositions too.

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ACTIVITY 8 A Birthday Song

Birthdays are important for everyone. Let us learn this birthday song.

Can you sing your favourite song and try to keep the rhythm by clapping?

Lyrics

Janma Dinam Idam Ayi Priya Sakhe
Shantano Tu Te Sarvada Mudam
Prarthayamahe Bhava Shatayushi
Ishvarah Sada Tvam Cha Rakshatu
Punya Karmana Keerthimarjaya
Jeevanam Tava Bhavatu Saarthakam

Meaning

Dear friend, Happy Birthday! May happiness and many good things come your way. We pray for your good health. May you live long! May God protect you! May you be known for your good deeds. Have a purposeful life!

Composer: Swami Tejomayananda
Language: Sanskrit

Teacher's Note

Celebrate a child's birthday in the class with a song, a dance, and making a card for good wishes. This activity will naturally incorporate the arts.

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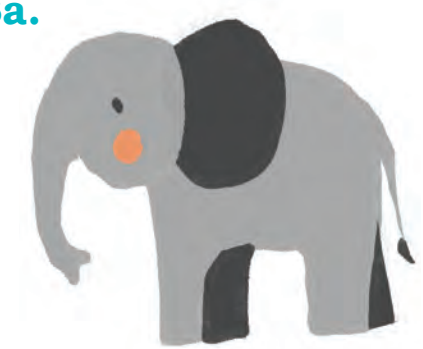
ACTIVITY 9 An Interesting Story

According to the ancient Sanskrit text, *Naradiya Shiksha,* musical notes were created from the cries and sounds of different birds and animals.
Let us learn them in this song.

Lyrics

Sa is for peacock so colourful
Ri is for bull that's really strong
Ga is for goat that runs around
Ma is for heron white and tall
Pa is for cuckoo cute and sweet
Dha is for horse that runs so far
Ni is for elephant that's so huge

That will bring us back to **Sa** …
Sa Ri Ga Ma Pa Dha Ni Sa Pa Sa.
Sa Ni Dha Pa Ma Ga Ri Sa Pa Sa.



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ACTIVITY 10 Animals and Sounds

Copy the sounds of the animals and birds that make high pitched and low pitched sounds. Make a list of the names of the animals and birds whose sounds you hear around you. Try these sounds with your parents and friends.

Notes

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ACTIVITY 11 Building Blocks of Music

Notes are the building blocks of music, like we use bricks to build a house. Do you remember the seven notes that we had learnt earlier? Let us listen to them and sing them together once more. Now let us learn some more *sargams* or *alankars*. The word *Alankar* also means decoration. So you see that the notes are like ornaments in music.

SS RR GG MM | PP DhDh | NN ṠṠ ||
ṠṠ NN DhDh PP | MM GG | RR SS ||

SRG, RGM, GMP, MPDh, PDhN, DhNṠ
ṠNDh, NDhP, DhPM, PMG, MGR, GRS

How many lines from these exercises were you able to sing?

If you are unable to sing all the lines, it's okay! Keep practising.

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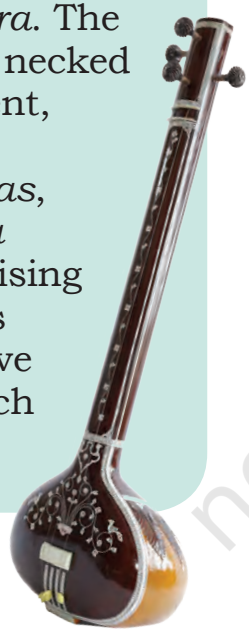
ACTIVITY 12 The Music in Notes (Alankar and Sargam) Sing and Repeat

Do You Know?

We use the word 'pitch' to explain how high or low a note is. To understand how to sing in pitch, we use an instrument known as a *tambura* or *tanpura*. The *tambura* is a long necked stringed instrument, but you also have electronic *tamburas*, and even *tambura* apps! When practising Indian music, it is very helpful to have a *tambura* to match your pitch.



Tanpura

Notes

i) **Sa Ga, Sa Ga,**
Sa Ga Ma Ga Re Sa
Re Ga Re Ga,
Re Ga Pa Ma Ga Re
Sa Sa Sa

Clap and sing.
You may sing with these words:

Aao, Aao
Khushiyaan Manao
Gao Gao,
Sab Mil ke Gao

ii) Let us sing another *sargam* or *alankar*

Sa Sa Sa Re
Re Re Re Ga
Ga Ga Ga Ma
Ma Ma Ma Pa

Fill in the blanks and sing.

_____

_____

Ni Ni Ni Ṡa

(There is a dot on top of this 'Ṡa' which means you have to sing on a high pitch.)

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ACTIVITY 13

Learn about *Taala*

So you learnt that *taala* is a pattern of rhythm. We use *taala* to keep the beat in music. Each *taala* has a fixed number of beats that is repeated and is known as a *taala* cycle. You recited *Adi taala and keharva*.
Let's revise them.
Now let us recite another *taala* which is of six beats.

dha dhi na/ dha ti na

The name of this taala is *dadra*.

ACTIVITY 14

Listen to this Song and Try to Keep *Taala* with it

Shyamale Meenakshi

Lyrics

Shyamale Meenakshi
Sundareshvara Sakshi
Shankari Guruguha
Samudbhave Shiveva
Paamara Mochani
Pankaja Lochani
Padmaasana Vani Hari
Lakshmi Vinute Shaambhavi
Shyamale Meenakshi

About the Song

This is a song about Goddess Meenakshi. She is the wife of Shiva and mother of Shanmukha.

Composer: Muthuswami Dikshitar
Language: Sanskrit
Ragam: Shankarabharanam
Talam: Adi

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Some Musical Terms

In music, we use the following common terms—

Indian Music Term	English Term
Taala	Rythmic cycle
Laya	Tempo
Sam	The first beat of a *Taala*
Aavartan	One Cycle of a *Taala*

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8 TRAVEL AROUND

ACTIVITY 1 Sing a Song in a New Language!

Many of us speak different languages. What are the languages that you and your friends speak at home? Learn a song from your elders on any topic (seasons, festivals, patriotism, etc.). Tell your parents, sibling, or any other elder to write the song here.
Present it to the class.

0337CH08

ACTIVITY 2 Learn about Dynamics

Pick a melodious, rhythmic song and practice it with this game.

- Ask one child to leave the class. Once the child leaves, hide an object like a water bottle or duster somewhere in the classroom.
- When the child returns, use the song to guide them to find the object as follows.
- Start singing in a group — when the child is closer to the object, sing LOUDER! When the child is far away, sing softly.

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ACTIVITY 3 Let's Learn an Odia Song

Listen to this Odia folk song in a four-beat cycle.
Clap or twirl at the beginning of each cycle.

Lyrics

Bolodo Gaadi Re Mu
Hauli Hauli Jau Chi
Mo Sundoro Gau Ku Jau Chi –2

Eh Pothe Nodi Bohe Se Pothe Porboto –2
Pokhiro Modhuro Gito Phulo Rahoso –2
Ambo Gacho Tauli Pilamaane Khelu Chonti –2
Thinakku Thinakku Thaiya
Thadina Thadina Tha –2

Hauli Hauli Jau Chi
Kette Aanando –2
Mo Sundoro Gau Ku Jau Chi –2

Bolodo Gaadi Re Mu
Hauli Hauli Jau Chi
Mo Sundoro Gau Ku Jau Chi –2

Meaning

The bullock cart is moving slowly and merrily towards my beautiful village. During the course of the scenic journey, I see mountains on one side and a river flowing on the other side. Birds are chirping melodiously and flowers are blooming happily.

I also see the village children happily dancing under the mango tree.

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ACTIVITY 4 Keep Rhythm with Syllables

Ek – Do – Teen – Char

Listen and try singing them to a steady beat.

When speaking out rhythms there are syllables that can be used. For example, in *konnakol*, a style where we use our voice to make rhythms, the following syllables are used:

tha dhi dhom num.

num dhom dhi tha.

tha dhi dhom num num

dhom dhi tha.

tha tha dhi dhi dhom dhom

num num.

Try saying these in rhythm with claps or *dandia* sticks or any other instruments in the school.

We also say rhythms in Hindustani style like this:

dha dha te Te

dha dha tun na

ta ta te Te

dha dha dhun na

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ACTIVITY 5 Listen and Learn to Sing in Kashmiri

Bumbro Bumbro

Follow the rhythm of this song and add body percussion!

Lyrics

Bumbro Bumbro

Bumbro Bumbro Shaam Rang Bumbro,
Kyaazi Chhukh Yuth Naalano
Ho Ho Ho
Bumbro Bumbro

Haal Baav Panunui Haa Shaam Sondharo,
Ais Karroy Jaan Qurbaano
Ho Ho Ho
Bumbro Bumbro

Bomburuss Yemberzal Beyee Samkhaavon,
Nerunn Prein Armaano
Ho Ho Ho Ho
Bumbro Bumbro.

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About the Song

This is a song from Kashmir. This song is about a black bumblebee that has joined a celebration!

ACTIVITY 6 Listen and Learn to Sing in Konkani

Undra Mojea Mama

Lyrics

Undra Mojea Mama,
Ani Haav Sangta Tuka –2
Ani Mazoricha Pila Laagi Feluma
Di Na Ka –2
Undir Mama Ailo,
Ani Pache Pona Liplo –2
Ani Mazoricha Pilan Taka Eka Ghasa
Khailo –2
Ya Ya Maya Ya –2

About the Song

This is a traditional Goan folk song, written in the Konkani language. It is a warning to a rat to stay away from the cat and never play with it.

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ACTIVITY 7 Listen and Learn to Sing in Tamil

Chinna Chinna Chittu

Lyrics

Chinna Chinna Chittu
Singara Chittu
Pattu Pola Meni
Vattamaana Kangal
Ambu Pola Thaavi
Aagayathil Parakkum
Kombu Mella Narukkum
Kaadil Ellam Irrukum
Koorai Mela Vanthu Nindru Seeti Adikkum.

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About the Song

This song is about a beautiful little bird
which flies swiftly across the skies.
It loves to eat grains from the fields
and whistle from the rooftop!

9 MUSICAL INSTRUMENTS

ACTIVITY 1 Know your Instruments

These are some of the instruments used in Indian classical and folk music. You can listen to their sounds by scanning the QR code (on the top right corner of this page).

0337CH09

Harmonium

Bansuri

Mridangam

Tabla

Santoor

Sitar

Sarod

Sarangi

Shehnai

Manjeera

Pakhawaj

Which instruments have you heard before?

Can you find the instruments in *Bumbro*, the Kashmiri song you learnt?

Teacher's Note

Invite local musicians who can come and play different instruments for the class.

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ACTIVITY 2 Make a Kitchen Orchestra

When a group of musicians play various musical instruments together and make music together, it is called an **orchestra**.

Can you make a kitchen orchestra in your home?

What kinds of kitchen items can be used in a kitchen orchestra?

Can you play your kitchen orchestra with *Undra Mojea Mama*, the Konkani song that you have learnt earlier, or any other song you know?

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ACTIVITY 3 Make a Shaker!

Do You Know?

The shaker will make different sounds based on what filling you add and the amount of filling you put into the bottle. You can take different types of food grains, pebbles, marble or seeds.
Try it yourself.

Which grains make the loudest noise?
Do the shakers make more noise when you add more grains?

Shakers are percussive musical instruments used for creating rhythm.
They are called shakers because sound is created by shaking the instrument.
To make your own shaker you will need—

- One small, recycled bottle.
- A handful of dry pulses or grains, beads, pebbles.
- Paint.

Assembling your shaker—

- Keep one bottle completely dry inside and outside.
- Fill the bottle with dry dal, uncooked rice, or anything you like. Remember, different items will make different sounds.
- Close the bottle tightly.
- Decorate the outside of the bottle. Paint it with your favourite colours, and put glitter and stickers on it.
- Leave the bottle to dry.
- Your shaker is ready for use.

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ACTIVITY 4 Sounds of Musical Instruments

We will learn to play musical instruments later but first let us hear the sounds of a few more musical instruments.

Dafli, ***Damru***, ***Dhol***, ***Dholak***, ***Tabla***, ***Edaikka***, ***Chende*** — These are instruments whose bodies are made of wood or copper but whose faces are sometimes on top, and sometimes on the right and left sides. They are played with hands, sticks, etc.

Tavil

Ghumat

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ACTIVITY 5 You must have seen many types of drums being played in festivals around you. Let us hear their sounds and also see their pictures.

Nkhuangh Drum

Dafli

Nagada

Dolu

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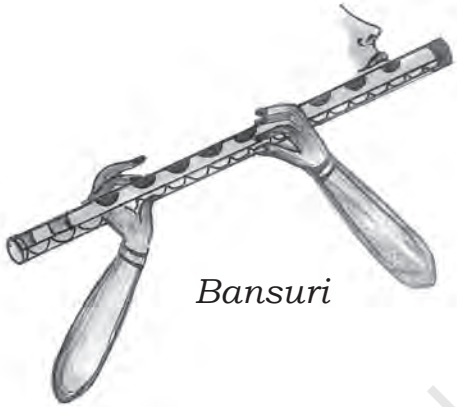
Collect pictures of some musical instruments and paste them here—



Bansuri

Nagaswaram

Shehnai

Ransingha

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ACTIVITY 6 Listen and Learn about Patterns in Music

Find patterns in music where the melody or the rhythm is repeated.

Practice these exercises and follow the patterns given below—

S R G M P Dh N Ṡ
Ṡ N Dh P M G R S

SR RG GM MP PDh DhN NṠ
ṠN NDh DhP PM MG GR RS

SRG RGM GMP MPDh PDhN DhNṠ
ṠNDh NDhP DhPM PMG MGR GRS

SRGM RGMP GMPDh MPDhN PDhNṠ
ṠNDhP NDhPM DhPMG PMGR MGRS

Teacher's Note

Let the children sing these notes in humming style, *aakaar* and *alankar* or *sargam* style. Always let them keep the rhythm with claps or any musical instrument.
We can also explain to students that we have to control breathing while singing.

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10 CELEBRATORY NOTES

0337CH10

ACTIVITY 1 Let's Listen and Learn a Diwali Song *Jagmag Aayi Diwali*

Lyrics

Jagmag jagmag aayi diwali
Khushiyaan dher laayi diwali
Jagmag jagmag aayi diwali.

Deep jale hain ghar ghar dekho
Rangoli se sajaa hai aangan
Roshan ki ladiyaan hai taali
Jagmag jagmag aayi diwali.

Naye naye kapde pahane hain
Nayi nayi cheezein hain aayi
Nayi nayi si galiyaan sajaali
Jagmag jagmag aayi diwali.

Phir karke badiyaa sa bhojan
Haste khelte gaana gaate
Phooljadi aur charkh jalaali
Jagmag jagmag aayi diwali.

Jagmag jagmag aayi diwali
Khushiyaan dher laayi diwali
Jagmag jagmag aayi diwali.

About the Song

This song describes Diwali, the festival of lights celebrated to mark the return of Lord Rama to Ayodhya. On this day, people wear new clothes and light their houses with *diyas* (lamps). There is joy and excitement all around.

Language: Hindi

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ACTIVITY 2 Let's Listen and Learn a New Year Song in Sanskrit

Lyrics

Kshanam Prati Kshanam Yan Navam Navam
Taccha Sundaram Saccha Tacchivam

Varsha Nutanam Te Shubham Mudam
Uttarottaram Bhavatu Siddhidam.

Meaning

That which is ever new and fresh,
that alone is good, real and beautiful.

May this New Year bring you great
goodness, happiness, and success.

Composer: Swami Tejomayananda

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ACTIVITY 3 Let's Listen and Learn a Christmas Song

Jingle Bells

Lyrics

Dashing through the snow,
in a one-horse open sleigh.

O'er the fields we go,
laughing all the way.

Bells on bobtails ring,
making spirits bright.

What fun it is to ride and
sing a sleighing song tonight.

Oh! Jingle bells, jingle bells,
jingle all the way.

Oh what fun it is to ride
in a one-horse open sleigh. Hey!

Lyricist and Composer:
James Lord Pierpont

Fun Fact

During the Christmas season, groups of people gather and sing Christmas songs or carols together, and this is known as carolling.

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ACTIVITY 4 Let's Listen and Learn a Song for Eid

Aao Eid Manaye

Lyrics

Aao Eid manaye
Ek dooje ke sang
Todein nafrat ki deewar
Gale lagaye pyaar se

Ghar ko deepo se sajayein
Bhed-bhav ko man se mitayein

Naye kapdon ke sang-sang
Mehendi aur chudiyo ke rang-rang

Dawat ki khushiyan manayein
Chhote bado ke saath-saath

Khuda se duaayein mange hum
Nana-Nani, Dada-Dadi
Eid Mubarak aur karam.

About the Song

The song 'Aao Eid Manaye' is about celebrating Eid with unity and love. It talks about decorating homes, letting go of hate, wearing beautiful clothes, and enjoying the festival with family or friends. It also highlights the importance of seeking blessings from the Almighty and elders.

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ACTIVITY 5 Let's Listen and Learn a Prayer Dedicated to Lord Buddha

Lyrics

Buddham Sharanam Gachchhami
Dhammam Sharanam Gachchhami
Sangham Sharanam Gachchhami
Buddham Sharanam Gachchhami
Dhammam Sharanam Gachchhami
Sangham Sharanam Gachchhami

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About the Song

In this prayer dedicated to Lord Buddha, the worshipper declares their refuge in Lord Buddha and *Dharma*.

ACTIVITY 6 Let's Listen and Learn a Patriotic Song

Let us learn a song that will tell us how nature surrounds the land of Bharat.

Did you note the *taala* of the song? It is *dha ge na ti na ka dhi na — Keherva*

Lyrics

Hind desh ke niwasi sabhi jan ek hain
rang roop vesh bhasha chahe anek hain

Bela gulab juhi champa chameli –2

pyare pyare phool ghunthe mala me ek hain
Hind desh ke niwasi sabhi jan ek hain
rang roop vesh bhasha chahe anek hain

Ganga Yamuna Brahmaputra Krishna Kaveri –2

jaake mil gayi sagar me hui sab ek hain
Hind desh ke niwasi sabhi jan ek hain
rang roop vesh bhasha chahe anek hain

Koyal ki kook pyari papeehe ki ter nyari –2

Gaa rahi tarana bulbul raag magar ek hain
Hind desh ke niwasi sabhi jan ek hain
rang roop vesh bhasha chahe anek hain

Composer: Pt. Vinay Chandra Maudgalya

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ACTIVITY 7 Sing Along!

Listen to the song online and sing along.

Humko Man Ki Shakti Dena

Lyrics

Humko man ki shakti dena man vijay karein
Doosron ki jai se pehle khud ki jai karein

Bhed-bhaav apne dil se saaf kar sakein
Doston se bhool ho to maaf kar sakein
Jhoot se bache rahein, sach ka dum bharein
Doosron ki jai se pehle khud ki jai karein

Mushkilein padein to Hum pe,
itna karm kar
Saath dein to dharm ka,
Chalein to dharm par
Khud pe hausla rahe,
Badi se na darein
Doosron ki jai se pehle
Khud ki jai karein

Lyricist: Gulzar
Composer: Vasant Desai

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Meaning

O God, give us the strength of mind
give us victory over our mind.

Before we attempt to conquer others,
help us conquer ourselves first.

Help us cleanse our hearts
of discrimination,
If friends make mistakes,
enable us to forgive them,
Protect us from lies,
let truth prevail in our lives.

When we are faced with difficulties,
do this much for us —
With the support of dharma,
help us walk on the path
of righteousness,
Help us remain self-confident
and unafraid of evil.

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MOVEMENT AND DANCE

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For the Teacher

- Demonstrate and show dance movement for every activity.
- Keep recorded sound, with beats of different rhythms and simple songs, handy for every class.
- Initiate discussions and make every activity interactive. This enables the child to think about every activity independently.
- Feel free to build upon the activities given in the textbook based on the children's responses. If they show more interest in a particular activity, it can be repeated with more variations.

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Have you heard the word dance?

We can expand it by—

D — Do **A** — Actions **N** — Narrate **C** — Compose **E** — Enjoy

As soon as you hear these words, you may want to dance.

Kimboi and Vimla
are dancing.

Maybe your Rajesh Sir
is dancing with a stick.

Rishi and Sona are
dancing together.

Do you feel happy or magical?

Come on … it is time to ‘enjoy’.

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11 LET US DANCE

0337CH11

ACTIVITY 1 Move Freely

Move your body and dance to a popular song from your region.
Example: dancing freely on a popular children's song or a folk song.

Teacher's Note

Play a traditional song or children's rhymes.

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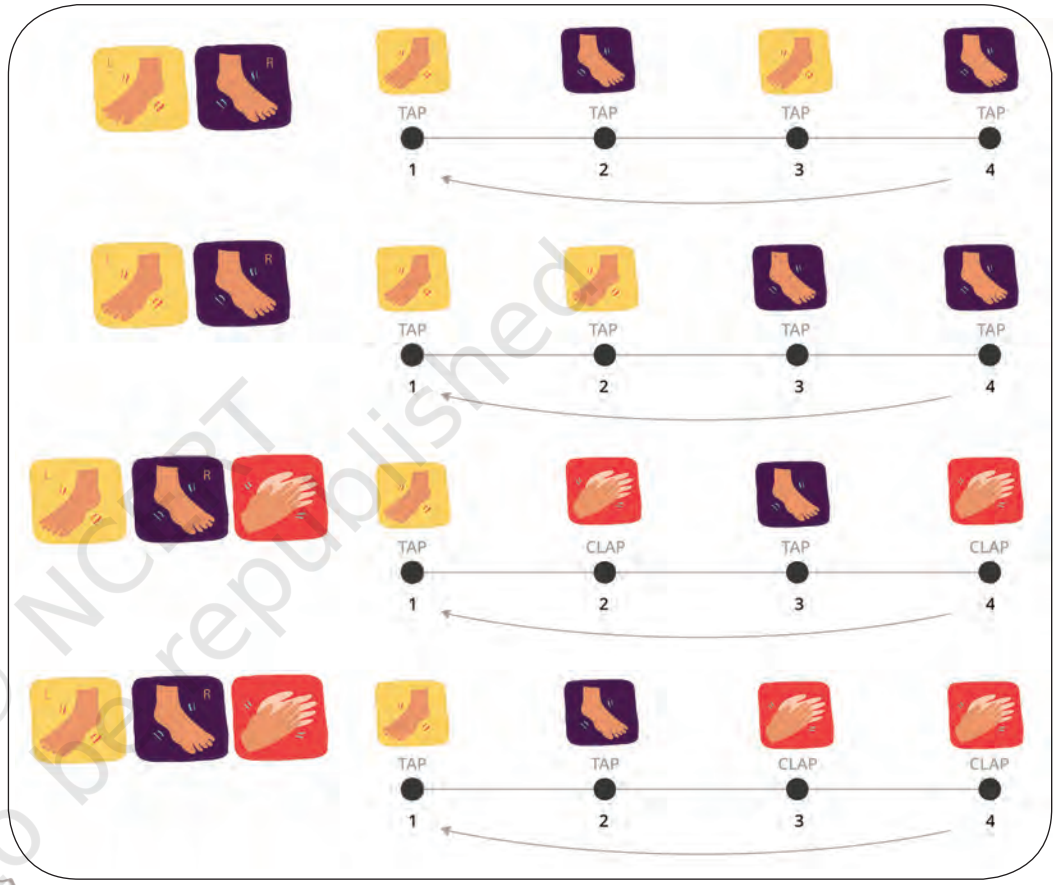
ACTIVITY 2 Dance to the Beats

- Prepare to dance along with a song or a drum beat. Music has many types of rhythmic patterns. Hearing the varied patterns will help you to create your own movement.
- Stamp your feet.
- Clap to the beats of the song.

Example —

- Using toe and flat foot or heel and flat foot.
- Make a circle.
- Move while clapping and stamping with the beats.
- Look at and follow the picture.
- Use left foot and right foot.
- Hands to clap for the, '4 beats rhythm or *taala*'.



Teacher's Note

Teacher may coordinate in showing heel, toe and help the students form a group.

Moving together is very important in dancing, when more than two people (in a group) are dancing.

Did you enjoy? Share your joy with your friends.

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ACTIVITY 3 Guess the Actions

Can you guess their action?
What are they doing? Write.

1

2

5

6

3

4

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ACTIVITY 4 Movements in Four Beats

Try using different combinations of four beats in the group.

- Make a simple pattern of movements.
- Make hand movements (*hastas*) with your group.

And also recite the syllables. Example with beats:

na dhin dhin na

Or

taka dhimi taka jhuNu

Or

taa thai thai tat

and so on.

Teacher's Note

Refer to Activity 2 for four beats.

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ACTIVITY 5 Movement of Hands or Fingers

Observe and learn the movements of animals and copy the movements.
Below are some hand and finger movements, showing different flowers, birds or animals.

Flower

Snake

Flying Bird

Fish

Parrot

Animal

Practise these hand and finger movements. Also observe other movements of birds, human beings, animals, posture of trees, etc., and try to express them with your hands or fingers.

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ACTIVITY 6 Matching Steps with Hands

Dance on a single line of a song or a small story with your friends with the combination of four beat syllables and different hand and finger movements.

Are you able to recognise a four or an eight beat rhythm?

Can you dance along with the beats with a lot of energy?

Move your hands to show an action of an animal, bird, flower, nature and so on ...

Yes! keep on dancing ...

Teacher's Note

Suggest simple songs in four beats.

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12 DANCE FOR JOY

0337CH12

Dance means telling a story using your whole body and finding ways to express yourself without words. It also expresses day-to-day activities in a stylish and artistic manner. Dance can be filled with lots of new things where each individual can come up with new ideas and movements.

ACTIVITY 1 Know my Body Parts

In this activity we are exploring the parts of our body.

- You can breathe in while raising your hands.
- By doing so you will feel an enhancement of your energy level.

Our breath is like music in our dance. Breathe in and out as in Yoga.

Try to move your body in a rhythm of four beats with the breathing exercise. As our body is a magical kit of amazing parts, you will find many ways of expressions as you explore yourself.

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In dance, body parts are divided into two types—

1. Large body parts
2. Tiny body parts

Large Body Parts

Head, arms, legs and waist.

Tiny Body Parts

Shoulders, eyes, eyebrows, eyeballs, cheeks, nose, jaw, lips, teeth, tongue, chin face, limbs — heels, ankles, toes and fingers.

Time to Shake!

Now it's your turn to use both large and tiny body parts. Show the movements of your body parts to express the daily tasks you perform.

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ACTIVITY 2 Move the Body to the Rhythm

Think or imagine that you are playing outdoors amidst nature with your friends. Show how you will be using your eyes, nodding your head, lips, hands, fingers, hopping or taking large steps to run in excitement.

At the same time, imitate how birds, animals, and trees use their large and tiny body parts. Also, use the rhythm in small movements, sing in rhythm and dance.

For example, one, two, three, four – four, three, two, one. Let's dance our routine!

Come on … put all the above tiny activities together and show your routine activities through dance.

Make up a dance that tells a story about your routine.

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ACTIVITY 3 Routine Story in Dance

Use your body to show—

- Waking up
- Having breakfast
- Eating tasty food
- Having a large amount of homework
- Riding a bicycle
- Any other movement
- How an old person walks
- You are flying like a bird in the sky.

Make your whole body involved in telling a story of your own. You are a story teller and this dance is a special tale.

Did I learn about the big and tiny parts of my body and how they are used in the dance?

How did I tell stories?

Am I good at coordinating with my friend?

Notes

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ACTIVITY 4 Your Folk Dance

Traditional or Folk Dance

Have you heard the word folk dance?

Folk dance refers to traditional, community-based dance forms, performed while celebrating festivals. This dance differs from one region to another.

Teacher's Note

Suggest regional songs for the class and let groups of children dance in coordination.

ACTIVITY 5 Draw a picture of a folk dance with 3–4 people.

Have you attended any festivals?

Do you dance for festivals?

What kind of dance do you see in a festival?

Can you and your friends dance together?

Try to recall—what type of music did you hear while people were dancing in the festival?

What type of clothes did they wear?

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13 I PLAY AND DANCE

Explore a new world. Here you have to observe keenly the steps used in the dance and also the sounds of musical instruments.

There are several patterns in the steps. The movement of the dance depends upon the rhythm of the musical instruments. Can you tell, what type of musical instrument was played for sound and rhythm in each dance?

0337CH13

ACTIVITY 1 Movement Patterns

Build a movement like tap (tap-tap-toe-tap or tap-tap-heal-heal-tap with clapping).

- Tap foot in a rhythmic pattern.
- Try to move in a certain shape, e.g., in a circle formation.

There are different shapes like—circles, spirals, and lines. Can you make shapes with your dance?

When you move in a pattern, count the rhythm together like 1, 2, 3, 4, 4, 3, 2, 1.

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ACTIVITY 2 Fun with Musical Instruments and Props

Try using the available musical instruments to create rhythmic movements.

Name these musical instruments:

You can enjoy making noise with utensils.
You can also use kitchen utensils as musical instruments.

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Now, let us explore further using the instruments and available props you have to make movements. For example, use ribbon or ring as a dance prop.

Explore new movements in the dance.
Did you have fun using props?
Get ready to combine music and rhythm with the movements.
Yes … now we are trying to do three things together.

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ACTIVITY 3 Movements with Music

Group 1: Show movements for the song.

Group 2: Sing a song.

Group 3: Give beats for the song.

Teacher's Note

Make three groups. All groups must have coordination between them.

ACTIVITY 4 Rhythm of 3 Beats

In this activity, let us improvise the rhythm.
You are familiar with 4 beat rhythms. Here, we are going to explore a 3-beat rhythm.
Syllables for 3 beats: One, two, three or *tha ki Ta* or step, tap, step …
Are you ready to explore combinations of 2, 3 and 4 beats?

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ACTIVITY 5 Different Beat Patterns

Divide the class into three groups.

Group 1: Will count 2 beats like one, two.

Group 2: Will count 3 beats like one, two, three.

Group 3: Will count 4 beats like one, two, three, four.

Count the beats one after another while clapping and tapping the foot. Move your body along with this activity in coordination.
Do you understand practicing together is important and is necessary?
Matching dance movements require a lot of practice whether you are in duet or group.

Teacher's Note

Help the students in making groups and in counting.

Which instrument did I use to dance?

Am I good at coordinating with my friend?

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14 DANCE WITH NATURE

0337CH14

Have you ever seen a dance of nature? What kinds of movements are there in nature? When do they occur? And yes! Your surrounding is filled with many kinds of dancing elements. Nature also has its own special dance movements.

ACTIVITY 1 Nature and Body Movements

Using your hands, arms and body, try to show the movements in smooth and flowing ways, similar to the gentle movement you see in nature.

Nature has lots of trees and flowers. They have different shapes too! Observe your surroundings—

- Animals, birds, butterflies, and insects.
- How does an elephant walk, how does a monkey behave?
- Using your full arms, taking long steps, moving your body, try to copy their actions.

Let us put in steps and rhythm to our actions. You can create music from your voice.

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ACTIVITY 2 Nature and Rhythmic Movements

Choose any bird, animal or an element from nature.
Show the movements using your large and tiny parts of the body.
For example, show how a peacock dances rhythmically in 4 beats in a soothing manner:

- Move your head front and back.
- Spread out both your hands.
- Walk on your toes.

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ACTIVITY 3 Story of Nature in Dance

Now it is time to have fun all together.
Are you ready?
Choose your favourite theme from nature.

For example,

- Seasons like summer, monsoon, winter, spring.
- A day out in the forest.
- Heavy rain.

In changing seasons, you can show:

- Sun for summer— with a circular motion and a tired body.
- Wind for winter— swing your hands side to side.
- Rain and storm for the monsoon— big steps with turns and spins.
- Playing Holi in the spring, according to your likes.

Tell a story of nature through dance. Again, this needs a lot of coordination and understanding between each other.
Can you remember any folk dance that you have learnt about earlier?

Let's start …

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ACTIVITY 4 Dancing to a Regional Song

Do you know any of the regional songs sung in different parts of our country? Can you create a dance on that song with your friends?

- Identify the beats.
- Try to create your steps for the particular regional dance.
- Put together solo, duet or group dance performances.

How about performing this dance in the school assembly?
Then let us practice, practice and practice.
There are different types of regional dances in our country. We can all watch some of these dances in our important festivals or events.
How did you feel after experiencing the above activities?

Teacher's Note

The teacher or a parent can suggest the song and help in this activity.

Most of the folk dances are performed in a group.
Every folk dance has a proper theme.
Folk dances are performed during rituals, get-togethers, celebrations, etc.
Folk dances are performed by all together.

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THEATRE

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For the Teacher

- Names of chapters in this unit have been modelled as a drama script which is divided into acts and scenes. The same concept has been used to divide chapters and lessons.

  Act 1 = Chapter 1

  Scene 1 = Lesson 1

  Scene 2 = Lesson 2

- *Vidushaka* is a character from traditional Indian theatre. This character is used in Sanskrit theatre, to connect the scenes with humour and antics. This character can assume any form as per the situation and speak about it. Here, it is used as a friend of the children who introduces them to the concepts and ideas in theatre, guiding them with information as they proceed from one activity to another. Important take-aways and lessons for children are spoken by Vidushaka.

- A spacious empty room or playground — free from obstructions or sharp objects that may cause injury — should be provided for children to move around freely.

- The teacher has to demonstrate activities, before asking the children to do them. It is important to let children think and come up with their own ideas or situations. Additional examples and ideas are given in the QR codes to help the teacher in demonstrating the activities.

- The teacher is free to repeat an activity as the class requires.

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Have you played ‘pretend’ with friends?

I know you enjoy creating different situations.

If yes, you are already good in theatre! Theatre is a fun way of making stories come alive! What you imagine can happen in front of you! Ideas, emotions, situations and stories come to life as you watch them unfold before you.
Sounds exciting?

I’m sure you have created stories with your toys!

You must have imagined going into a different world …

Now, imagine being a part of these stories, situations and emotions … living it for a short period before you return to your real life—isn’t that exciting?

Let us start the journey into this world of drama. It will make you laugh and cry. You will also learn many life lessons.

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Namaste Vidushaka!

Namaste! My name is Vidushaka. I have been in theatre for many years. I am familiar with every inch and detail of what happens in theatre, and I enjoy every moment being here. I will be taking you on a super-exciting journey to introduce my world to you!

First, let us make a list of things that you think are a part of theatre!

_____ _____ _____

_____ _____ _____

Awesome! Have you missed anything? Your list looks good! But, of all the things you listed, did you remember to write 'the space around you' and 'the space within you' (mind). These are the most important things you will need. Let us find out more about these …

Let us EXPLORE !

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15 EXPLORE

ACT 1 SCENE 1—WALK OF WONDER

0337CH15

ACTIVITY 1 Speedy Steps

Learn to explore possibilities and new ways to think as you discover the space you are in, the objects around you, your own body and mind, your connection with others in the team.

Walk in the room or playground randomly. Do not follow the same path or do not go in circles. Do not stop till instructed. Do not touch others or step on their feet. Listen attentively and follow the instructions as you go.

- Teacher will give you constant instructions on the speed of walking.
- Speed '5' is your normal speed of walking. Speed '1' is the slowest. Speed is the '10' fastest (no running).
- START. Walk in the room at '5', walk at '8' and walk at '3' (and so on with a gap of about 20–25 seconds).
- After this is repeated for about 4–5 minutes (or when the teacher senses that the children are in the right rhythm), include 'freeze' and then continue with the speeds.

You Will Learn

Alertness and focus, visualisation, concentration, team work, facial expression, and body language.

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ACTIVITY 2 You are in a Situation!

Exploring literally means going from the unknown to the known. It means to search in order to learn new things. So, are you ready to explore the space around you — which is the room you are in, its walls, floor, roof— and the objects around you … and the space within you — which is your mind, thoughts and ideas?

Teacher's Note

Start with the speed activity as a warm-up. After 4–5 rounds of different speeds, introduce simple changes in the situation. Examples are given already. Teacher can add on more. 8–10 seconds gap can be given for every new instruction.

Imagine yourself in a situation

BASIC

"Walk like you are walking on thorns",
"Walk as if the floor is slippery due to oil spillage",
"Walk like you are on soft cotton" … and so on.

ADVANCED

"Walk like you are barefoot on ice … now there is cold wind blowing … you don't have warm clothes except a muffler … the strong wind blows it away."

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Circle Time Notes

Teacher's Note

This is a practice that must be followed for all activities.
At the end of the activity, everyone sits in a circle to share their experiences.

Discussion and Feedback

- Which part of the activity did you enjoy the most? Why?
- What was more difficult or not so interesting part? Why?
- What were the new things you noticed during the observation?
- What was one new thing that you learnt about yourself? If given a chance, what situation would you create?
- Can you associate any situation with a real-life incident that you have experienced?

That must have been a lot of fun! You can play this whenever you have some free time. How? One of you can give instructions and the rest will follow. This is important because or apart from all the fun you are having, it is also making you ALERT. Since you have to respond to instructions immediately, you must FOCUS.

Staying alert and focused is very important in theatre, when a show is going on. Even a few seconds of delay can spoil the entire show.

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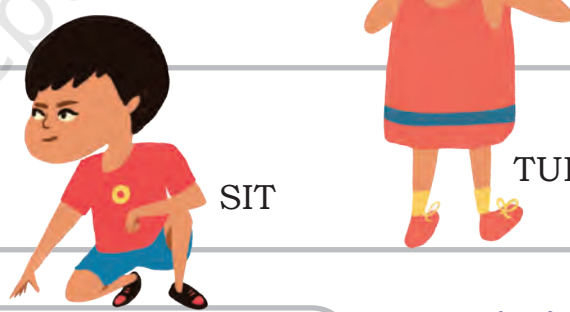
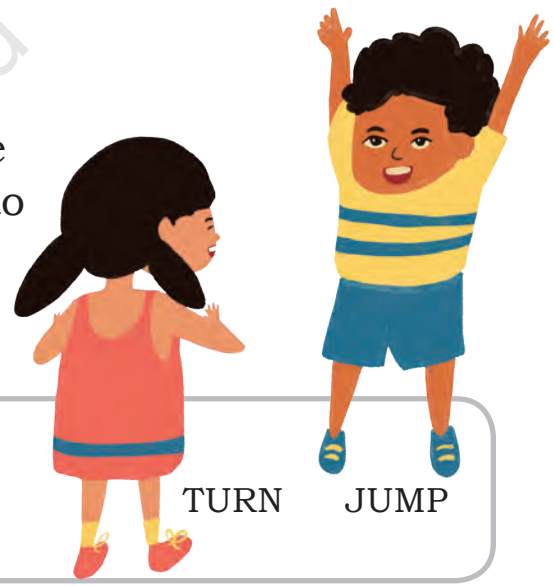
ACTIVITY 3 Sit — Turn — Jump

Start with the speed activity as a warm up. Be careful! Do not touch others or land on your friend's feet after jumping.

Follow the instructions from your teacher — start walking. Sit when you are asked to SIT, then continue to walk. Turn around when the teacher calls out TURN, and then continue to walk. Just hop in your place and continue to walk, when the teacher calls JUMP. This will change the speed and order of instructions. So, BE ALERT!





BASIC

Interchange the actions! Now, Sit means TURN, Turn means JUMP and Jump means SIT (change pace and order).

ADVANCED

Substitute SIT, TURN and JUMP with other words. For example — *IDLI* is to Sit, *VADA* is to Stand and *SAMBHAR* is to Jump. The teacher can build a story and hide these words in it. For example, yesterday, my friend had brought *Vada* in her lunch box. She shared a piece with me, but there was no *Sambhar*.

Now let's play another game that requires you to be more alert and focused than the previous one. Are you ready?

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Discussion and Feedback

- Which part of the activity did you enjoy the most? Why?
- Did inter-changing the meanings of the commands make it more challenging?
- What would you use to replace *IDLI, VADA*, and *SAMBHAR*?

Circle Time Notes

You have played well. You are ready for the next level! But I'm sure you have realised that you need more practice.Whenever you find some free time, play these games. Not only will you have fun, but also improve your skills. Want to know what we are doing next?

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SCENE 2—COMMUNICATE WITHOUT TALKING

COMMUNICATION is one of the most important parts of our life. What is communication? It is the sharing of ideas, thoughts or feelings between two or more people.

Can you imagine a day without talking with your family members and friends?

But wait. Is communication only about talking? Can we stop talking but still communicate? Are we not communicating a lot of things even when we don't say it in speech?

Do you know some of us talk in sign language with hand gestures?

Let's see if it is possible. It could be more enjoyable than talking itself!

- Digging the ground
- Pulling the rope

ACTIVITY 4 Freeze and Justify

Walk randomly till you hear a clap from the teacher. When your teacher claps, you freeze to become a statue. The teacher will select one of you. The others will guess the meaning of the action of that child. Again everyone walks randomly till you hear a clap. And it continues.

Make your guesses as creative, funny and interesting as possible as there are no correct or wrong answers!

- Drinking water
- Calling out someone

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Discussion and Feedback

- Which part of the activity did you enjoy the most?
- Were all the actions easy to recognise? Why?
- What are the new actions you learnt today?
- What new element would you add to this activity?

Circle Time Notes

BASIC — Some Gestures

Assume different gestures and freeze when the teacher claps. For example — hand on chin (thinking), asking 'what?' using only hands.

ADVANCED — Some Postures

Assume different postures depicting an action and freeze when the teacher claps. For example — farming, painting, sawing wood, etc.

- Carrying a basket
- Winning

Wonderful! That was fun! Whenever you see people in different postures, at home, on the street or anywhere you go, try to give it an interesting meaning. In your mind, of course! Trust me it will be a lot of fun! This ability to give new meanings builds your creativity. CREATIVITY is the ability to produce something new, original and sometimes unusual. They are ideas that help in communication, solving problems or to just have fun. This ability to think creatively will help you as you grow older also.

In theatre, you can use this to create different scenes and visuals. Speaking of creating new visuals and scenes, the next activity is just that!

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ACTIVITY 5 Group Structures

Praying for a safe shelter

Instructions: You are given a keyword. You can discuss and plan in your group for 3 mins. All in the group take different positions to depict the scene. Do not take difficult positions that might hurt you. Remember, everyone's position is equally important to depict the whole theme. No talking is allowed while acting or depicting.

BASIC

'Watching TV', 'Cricket', 'Bus', etc., can be given. The students need to assume the positions to show as many details as possible.

ADVANCED

'Market', 'Farming', 'Marriage', etc., increase in complexity. Pay attention to details.

Teacher's Note

Divide children into groups of 5–6 depending on the strength of the class.

Guess what these structures mean

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Discussion and Feedback

- Which part of the activity did you enjoy the most? Why?
- Which structure was the most difficult one to create?
- Which structure you would like to create?
- What is the one new thing you learnt about yourself?

Circle Time Notes

Did you see how creativity can help you in making or innovating new things! It requires a lot of creativity to present an idea without speech. You have done it well! Since you have used only your body to communicate, this is called BODY LANGUAGE. You are using your hands, legs, head and torso as words in a language. That is creativity!

Discuss with your friends about creativity in each group. Observe how 'thinking differently' from everyone else is so wonderful. Share such instances from your home or other situations you have experienced.

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ACTIVITY 6 Magic Pit (Object)

Instructions — Let us sit in a circle. We will now take a headcount. The teacher calls a random number. When your number is called out, you go to the centre of the circle, where the invisible magic pit is present. You pick one object from there and enact it as though you are using the object taken from the invisible pit. The other children will guess your object.

Tip: Not just your action (body language), but your expression also helps people understand better.

Is she holding a ball or carrying a heavy rock? (In action, both are possible, but in expression, it may vary). What do you think?

BASIC

Pen, book, coffee mug, etc. (actions to suggest using the object). For example, Pen – writing, book – turn the page and read, coffee mug – drink from it and react like it is hot.

ADVANCED

Hammer and nail, vegetable and knife, toothbrush and paste (students show how the two objects are used together).

She is trying to show a battlefield with a bow and arrow in her hand. What do you think can be changed in the picture?

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Discussion and Feedback

- How many object-actions were you able to guess?
- Which object-action was the most difficult to create?
- What are the objects you would like to get from the invisible pit?
- Share one new thing you learnt from this activity.

Circle Time Notes

So, apart from your actions (body language) what is equally important? Your EXPRESSION. What is on your face becomes very important while acting. When you put together body language and expression, what are you doing? You are communicating. This is very important for creativity. If you cannot communicate your idea to others, even the best idea could go waste!

Theatre is about creating stories and telling them to an audience. Right? So, if you are good with creative ideas, you will also be able to learn how to communicate.

So being involved in theatre regularly will not only help you grow creatively, but also improve your communication skills. If you can express better you are better understood.

We will now take this creativity and communication to the next level.

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16 IMAGINE

ACT 2 SCENE 3—SITUATIONAL PERCEPTIONS

0337CH16

ACTIVITY 7 Magic Pit (Situation)

TIP

Situations are created when a set of actions are done together.

Let us sit in a circle. We will now take a headcount. The teacher calls a random number. When your number is called out, you go to the centre of the circle, where the invisible magic pit is present. Instead of picking an object like the last time, you jump into a situation and act like you are a part of the situation. The other children have to guess the situation. No talking is allowed!

BASIC

Getting ready and coming to school, falling down and going to the doctor.

ADVANCED

Two students enact a situation. One student starts the situation. Another student joins the first and adds to the situation. For example, falling down and going to the doctor. Here, one is the patient and the other is a doctor.

Let us create new worlds, become different people and get into new exciting situations! How does it all happen? Through your minds! What you think becomes the reality!

You Will Learn

Body language, interpretation, communication through creativity, imagination, the difference between hearing and listening.

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Discussion and Feedback

- Were you able to create situations?
- Were the situations from your experience (seen or been through) or imagined?
- Can you create situations inspired by lessons from other textbooks?

Circle Time Notes

So, now you have started to understand how COMMUNICATION can be improved by combining action (body language) and expression. It requires CREATIVITY and IMAGINATION. You can see how you are not only understanding these terms that are fundamental to theatre, but also building these skills, so you can become experts in theatre.

What is happening in these two situations?

Observe the details of their actions (body language) and expressions and describe.

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ACTIVITY 8 Object Improvisation

This girl is using the bottle as:

_____

_____

_____

Instructions — The teacher calls one child and gives an object. (Everyday classroom objects like pen, duster, chalk piece, etc.). The object must be used as something else apart from its original function. The others guess the reimagined object. The same object is then passed on to the next child. The child uses it as something different and the others make a guess. You cannot repeat what others have done already.

Remember — The shape of the object enacted should resemble to the original object. For example, a pen — It can be depicted as a toothbrush, comb, or a ladle as the shape is similar. It cannot be used as a book, a helmet or a shoe… because they are different in shape.

This boy is using the pencil as:

_____

_____

_____

Tip: Using expressions along with body language or gestures or action will help communication better.

BASIC

Pen, chalk, duster, and other classroom objects.

ADVANCED

Book, bag, or something that is bigger than level one objects.

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Discussion and Feedback

- Which part of the activity did you enjoy the most and why?
- Was it easy or difficult to reimagine the use of an object?
- How many objects did you guess correctly?
- What is the one new thing you would add to the activity?

Circle Time Notes

Practice Activity

Object — Pencil box

Laptop

Treasure box

Door opening

Object — Handkerchief

Object — Water bottle

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SCENE 4—VISIONS OF SOUND

Requirements — Basic folk instruments: *Tamte*, hand drum, bells, recorded instrumental music (no vocals or songs) to be used.

Instructions — The teacher will play a sound. You close your eyes and listen to the sound with full attention.

Observe the feelings you are getting. What images or visuals are coming to your mind. Now, open your eyes and respond to them in a creative way (Dance, move, react, express what you feel. Do not talk).

We now move on to the next level – SOUND! Sound itself has a quality to bring up certain thoughts and feelings. How do you feel when you hear the sound of birds chirping? What about the sound of a river flowing or ocean waves? Each sound can mean different things to different people. Let us see how you give meaning to what you listen to and tell me what each music piece is communicating to you.

ACTIVITY 9 Sound Improvisation

BASIC

Rhythms of local drums, whistling, etc. Recorded music could be used for instrumental music of a flute, *ektara*, etc., to create different moods and emotions.

ADVANCED

This is a group activity, where the reactions are in a group. They create a simple visual for the mood of the sounds they hear. Example: A lively music bit could be visualised as a festival celebration; a deep sound of drums could be visualised as a scene of mystery and exploration.

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Discussion and Feedback

- Do sounds inspire you to move naturally?
- Do you find it easy to move according to the sounds or is it difficult?
- Are there any sounds you want to create using everyday classroom objects?
- What is one new thing you learnt about yourself?

Circle Time Notes

Till now, you have heard these sounds many times. But you have not seen any meaning in it. What we did just now is called LISTENING. This is different from HEARING. Listening is when you pay attention to sounds or spoken words to understand, absorb, and respond appropriately. You HEAR a lot of sounds everyday in class. But you LISTEN when your teacher speaks.

Isn't it amazing to see we are doing activities about communication without using speech or language? And we thought communication is just about talking! We used our face, body and sound to create visuals and even tell stories. Do we need language at all? Think about it. But for now let us start using speech!

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17 LET'S CREATE

ACT 3 SCENE 5—CREATE A SCENE

0337CH17

ACTIVITY 10 Role Play

Ah! We finally get to speak now! So, with body language, expression and use of props… we have another magical tool – SPEECH. Is it going to be easy? Though it seems easy … it may not be. Lets go right ahead and… create a scene!

With basic understanding of the concepts of creativity, imagination and communication, which are the fundamentals of theatre, we are ready to start acting!

Instructions — You will be working in teams of two. The teacher will assign characters and a situation to each of you. Based on that, you and your friend have a conversation. You can use props (either real or suggestive). Continue the conversation till the teacher asks you to stop. Sounds simple, right?

BASIC

Conversation between police and a thief, patient and doctor, convincing your mother to give you money to buy chocolate, planning a birthday surprise for a friend.

ADVANCED

Situations based on concepts: helping, sharing, honesty, respect.

You Will Learn

Coordination, use of props, confidence, creating a visual situation, team work.

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Discussion and Feedback

- Did you like acting like another character?
- Which situation was difficult to play and why?
- Was it easier with speech or without speech?
- What is the one new thing you learnt about yourself?

Circle Time Notes

Did the magic tool of Speech make it easy? Or did you forget all about body language because you focused only on what to say next? Coordinating your body language, expressions and speech is the best way to act. Too much ..? Don't worry, practice will make it easier. For everyday practice: whenever you talk at home or school or with friends, pay attention to what actions and expressions you have. Observe others too.

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SCENE 6—STORIES IN ACTION

Previously, you were just two actors in the scene. Now we add more! Though what you individually do is the same expression, action and speech, the process is entirely different. Does the scene get better working in groups? Does it cause more trouble? No way … the more the merrier!

ACTIVITY 11 Group Role Plays

The class is divided into groups of 5 or 6. Each group gets a simple story. Children prepare, practice and perform!

BASIC

Familiar stories can be derived from various lessons in other textbooks, e.g., language books, history books, etc.

ADVANCED

Themes can be derived from epics, legends, *Tenali Rama*, *Panchatantra* or other literature. Example— The clever crow, *Ekalavya*, the cat's judgement, *Arjuna's* focus during training, *Shravana Kumara* or *Ganesha's* devotion to *Shiva* and *Parvati*.

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Discussion and Feedback

- Which part of the activity did you enjoy the most? Why?
- How many stories from our history and folk traditions did you already know?
- What are the other stories you would like to enact?
- What is the one new thing you learnt about yourself?

Circle Time Notes

Isn't working in a team and working on your own very different in terms of your thinking and process? You learn many different skills when you work in a group. You make sure everyone gets equal chance in the performance. Everyone's ideas and opinions have to be considered, and how you are able to decide on what you perform with all this in consideration is what we call TEAM WORK.

Going forward, you will be doing a lot of activities in teams, because theatre is about working in a TEAM. I have a simple tip for you to follow, which will make your team more efficient. Always think of what you are contributing to the team rather than finding faults and blaming others. If everyone in the team follows this, yours will be the best team.

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18 LOOK AROUND

ACT 4

0337CH18

Vidushaka: Just like we discussed the difference between hearing and listening, we are now going to discuss OBSERVATION. Observation is the act of closely watching or noticing something, to gather information or learn more about it. This is different from SEEING. You see a lot of people on your way to school. But you observe one person to notice their action and behaviour. When you pay more attention to some situation, action or person, to get more information, you are OBSERVING.

There is a lot for an actor to learn by looking around and observing. We have worked on the creativity within our minds so far. Now, we shall look for creativity and inspiration around us.

You Will Learn

Clarity in thought, creativity, speech confidence, storytelling, questioning, observation, local theatre, tradition.

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SCENE 7—CRAFTING NARRATIVES

ACTIVITY 12 Observation and Storytelling

Observe people in your surroundings. For example — a neighbourhood shopkeeper, a milkman, your father and mother cooking in the kitchen.

Identify one person and follow their behaviour. Notice their style of walking talking, and any props they use, the kind of clothes they wear, any unique action they do, etc. You can take 2–3 days to observe all these details and make a note of it.

Imagine a story

BASIC

A simple descriptive narration about a person. This is followed by narrating a story with that person as the central character (this could be an imaginary story).

ADVANCED

An enactment of that person with the characteristics that were made note of (with emotions, actions, gestures and voice interactions).

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Discussion and Feedback

- Which part of the activity did you enjoy the most? Why?
- Do you find your observations to be useful?
- Were you able to relate to the person you were observing easily?
- What is one new thing you have learnt about yourself?

Circle Time Notes

Who are they? What are they doing?

Observe the picture and create a simple story about what is happening. Share it in the class.

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ACTIVITY 13 Picture Story Telling

Requirements — Visually stimulating pictures. They may be pictures prepared by students in their visual art classes.
Instructions — Look at the picture your teacher is showing. Observe all the details in the picture. You have to create and narrate a story, based on your observations, using actions and expressions.

Create a Picture Story

BASIC

Use a simple picture of a single object or animal (a tree, a pot, a cat, etc.) and tell a story about it.

ADVANCED

Connect two pictures and build a new story (from the existing pictures used in class). For example, as in the above picture, connect the story of a cat with the fish.

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Discussion and Feedback

- Which part of the activity did you enjoy the most? Why?
- Can you use this activity anywhere else?
- What is the one new thing you learnt about yourself?

Circle Time Notes

You can now find ideas for stories everywhere around you. Is it not inspiring? Carry a book with you to make notes of new ideas for stories, whenever you come across an interesting person, thing or situation.

That could become your next script!

So, observe everything around you with wonder. In this art of keen observation, you will learn to discover the world!

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SCENE 8—COMMUNITY CREATIVITY

ACTIVITY 14

As we have learnt to look around for ideas in stories, let us also look at what other styles and forms of theatre there are around us. India is so rich in art and culture that you will find a new and different art form every 100 kms. Such is the diversity and richness of our country!

Try to find out a form of theatre from your state.

Bandh Pather,
Kashmir

Maach,
Madhya Pradesh

Ankiya Naat,
Assam

Bhavai,
Gujarat

Bayalata,
Karnataka

Jaatra,
West Bengal

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Identify two theatre forms performed in and around your district. You can ask your family or friends to help you. Paste a picture of it below and write three lines about each form.

Name of your State and District

Paste a picture here or make a drawing of it.

Paste a picture here or make a drawing of it.

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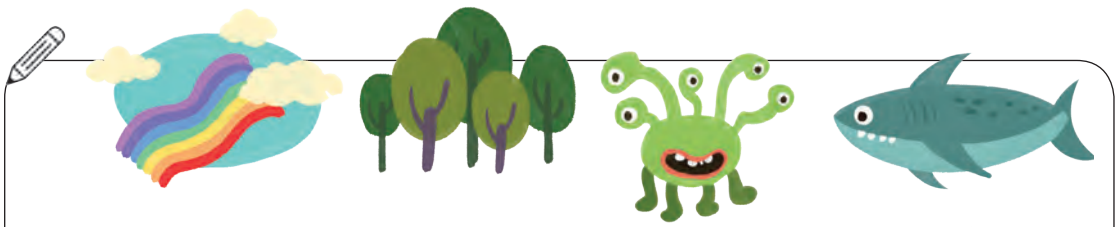
19 ACTIVITIES

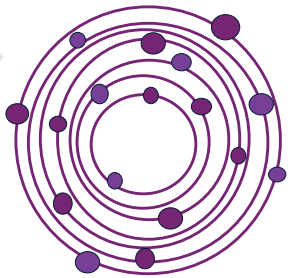
ACT 5

Make your own story by combining these pictures. You can use them in any order. Let the story be as creative and unique as possible.

0337CH19



Focus Activity



Instructions

1. Count the number of balls in each circle separately, starting from the outer circle.
2. Add them up.
3. Count them all together.
4. Are both the numbers same?
5. Compare your number with your friends.

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Taking you through so many fun activities, I didn't realise we have come to the end of this year's work. But we have just started the journey! Next year will be even more exciting! I am waiting to take you on a new journey and share my stories as I help you learn more. But whatever we do, remember this — there is no right or wrong answer here. All your ideas are awesome.

Whatever you are doing in theatre, make sure you enjoy and have fun!

SEE YOU NEXT YEAR, LITTLE STAR ...

NAMASTE!

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INTEGRATING ALL ART FORMS

0337CH20

Do You Know?

Bansuri

Your textbook is named, *Bansuri*. This is a musical instrument with magical and melodious sound which everyone loves. Do you know *bansuri* is made from bamboo? You can also make it yourself and play it as well. When you go to a fair or a local *mela*, there is always someone selling toys and playing *bansuri*, and you all get attracted to the sound. The same *bansuri* is played in dances and used as a prop in drama. A *bansuri* can even be made with paper, bamboo or clay or a scene with someone playing *bansuri* in the jungle or fields can be drawn.

All art forms are very different from each other; at the same time they all have many common features and are connected with each other. For example, *swara, laya, bhava* and *taala* are related to all art forms—music, dance, theatre and visual arts. They all have movement, rhythm, and a language of their own to communicate. You can express your emotions through art.

Here, we have some activities that bring in all art forms together—you can do these activities and enjoy!

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ACTIVITY 1 Integration of Art Forms

Here is an example of a four-line verse written in Sanskrit composed by Nandikeshwara in *Abhinaya Darpana* around a thousand years ago. Usually, artists recite this before starting their performances. You can read it loudly with action. You can also refer to the videos by scanning the QR code.

आङ्गिकं भुवनं यस्य, वाचिकं सर्व वाङ्मयम्।
आहार्यं चन्द्र तारादि, तं वन्दे सात्त्विकं शिवम्॥

Aangikam bhuvanam yasya,
Vaachikam sarva vangmayam.
Aaharyam chandra taradi
Tam vande saattvikam Shivam.

Meaning

Where the physical body is the universe, speech or song is the essence of all sounds, ornamentation is the Moon and the stars.

I bow down to that supreme divinity.

It brings together all the four art forms you are learning—

Angika — Physical performance with movement, action and expression

Vaachika — Speech, dialogue, songs and lyrics

Aahaarya — Costumes, jewellery, sculpture, painting

Saatvika — The deepest emotional spiritual experience for the artiste and audience.

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ACTIVITY 2 Bansuri

You can make a *bansuri* for which you will only need a thick chart paper, glue, a pair of scissors and some crayons or colour pencils.

- Draw a picture of a *bansuri* on a chart paper. Roll it over in the shape of a cylinder and add some glue on the edges. Put small holes in it, and here, your *bansuri* is ready.
- You can make a drawing of a *bansuri* as well, add several things around it such as people, animals, and objects around the *bansuri*, draw a picture of interesting things in the forest, such as animals, flowers, etc.
- Now, create a story using *bansuri* as the theme and the picture you have drawn. Show it in the class along with some actions.
- You can also use any object around you and improvise it as a *bansuri* to narrate the story. You can also use the *bansuri* as a prop.
- Imagine yourself as the musical instrument—*bansuri* and enact.
- You can create simple movements and steps with the song or tune on the *bansuri*.

Teacher's Note

Children can be made to listen to the sound of *bansuri* and imagine Lord Shri Krishna playing *bansuri* in the fields while leading a herd of cows. They can also learn a folk song on this theme. All the activities can be divided in groups of 4–5 students and the whole class can be involved.

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ACTIVITY 3 Near Nature

We all love nature, we try to feel it and live near nature and enjoy the sounds, colours, and greenery. You all can create a forest inside your classroom as well.

- Make a flower in the centre of a sheet. Every child in your group will add something around the flower and create a picture of a garden or a forest.
- Create a story that involves flowers, birds, trees and animals.
- Move around like you are walking through a forest.
- Are you excited? Curious?
- React to what you imagine you will see (your favourite animal, smell of flowers, big rocks etc.)
- What kinds of sounds would you hear in a forest or garden? (birds chirping, water flowing) Try to create their sounds.
- Feel as if you are in natural surroundings, like a forest or a park.

Teacher's Note

Children can learn a song on animals, birds, nature, etc. All the above activities can be conducted in groups of 4–5 students and the whole class can be involved.

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ACTIVITY 4 Festival for Celebrations

We all celebrate various festivals. We usually get holidays around big festivals, and they bring joy and colour in our lives. Celebrating a festival, small or big makes us happy, since we get new clothes, have good food, meet friends and relatives, and clean and decorate our homes.

Teacher's Note

The core idea behind this activity is to build connections between art forms.

- Children can learn a festival song.
- Activities can be presented in the school assembly for special occasions. Divide the class into groups for different art forms based on a theme. This would give the children an opportunity to face the audience and build an understanding of the connections between the artforms.

- Pick a festival that we celebrate together.
- Discuss in your group how you celebrate it and what preparations are required, what special dishes or food items are prepared, how you decorate your home, and which songs and dances are related to that festival.

Different groups can do the following;

- Draw a *rangoli* or other decorations with paper cutouts for a particular festival.
- Learn a song based on that festival.
- Sing it using kitchen utensils.
- Share an incident that happened during a festival celebration.
- Share and enact a story connected to the festival being celebrated.
- Use simple movements and steps for the festival song using the same kitchen utensils for musical sounds.
- Draw the traditional dresses worn on the occasion.

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